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ABSTRACT

Presented is a course of study for educable mentally retarded (EMR) students at the primary, intermediate, junior high, and senior high levels. The purpose is to define in outline form the general areas of learning experiences able to promote the development of competencies appropriate to EMR students. The objectives of the instructional program, stated as Continuing Life Problems or Social Life Needs, and comprising the essential components of the program, are as follows: health in daily living; safety in daily living; understanding oneself, one's environment, and managing personal affairs; getting along with and communicating with others; rights, privileges, and responsibilities; family living; earning a living and managing money; traveling and moving about in the community; using leisure time; and participating in community life. Each of these overall objectives is subdivided into constituent elements, and attitudes, understandings, and skills to be established in each area at the various age levels are delineated. Included is a curriculum model illustrating the relationships among the pupil, special class organization, academic expectations, objectives, and teaching methods. (KW)

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COURSE OF STUDY

AND

SUGGESTIONS FOR CURRICULUM IMPLEMENTATION

SPECIAL CLASSES
(EMR)

Oakland Unified School District
Administration Building
1025 Second Avenue
Oakland, California 94606

APPROVED:
Superintendent's Cabinet
January 12, 1970

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PREFACE

The Oakland Unified School District has provided equal educational opportunities for all children and youth for many years. These opportunities have varied with the individual differences found in and between all pupils. Giving each pupil opportunities to profit to his fullest abilities and potential is essential in modern public school programs.

As early as 1950, The Oakland Plan was recognized as one of the few large school district plans in the nation that provided for the education of the "atypical" child. Since these early efforts, this program has been developed and expanded. As the Oakland schools have been able to identify pupils with special needs, the endeavor to provide educational opportunities that will assist the educable mentally retarded to become self-sufficient and responsible citizens has continued.

This program with special credentialed teachers, smaller than regular class enrollment, special equipment and supplies and more individualized instruction is, on a pupil-for-pupil basis, more costly than most regular class programs. The financial support for this program is, therefore, augmented by special State funds in addition to the local and State support available to all Oakland Public School children.

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PREFACE

The administration and direction of this program is primarily the responsibility of Mr. Edward Cochran, Assistant Superintendent of Elementary Schools, and Dr. Al Tudyman, Director of Special Education.

This publication has been produced in accordance with California Education Code Section 7551.1 and the Guidelines for Developing a Course of Study and Curriculum for Mentally Retarded Minors in California Public Schools adopted by the California State Board of Education, March 9, 1967.

Appreciation is acknowledged of those staff members who have indefatigably given many hours of their time to the production of this instrument. It is hoped that this course of study will become the vehicle by which those working with our educable mentally retarded youth will be more able to organize the instruction so that the pupils will profit to the fullest extent of their abilities.

Dr. Spencer D. Benbow, Superintendent

Board of Education
  Mrs. Ann Corneille—President
  Melvin J. Caughell
  Charles W. Goady
  Barney E. Hilburn
  Lorenzo N. Hoopes
  Carl B. Munck
  Seymour M. Rose

ACKNOWLEDGMENTS

Many Oakland teachers, specially trained in the area of mental retardation, have over the years contributed to the improvement of the educational program for Special Class pupils. This course of study is the most recent effort to provide teachers and administrators with information pertaining to the

curriculum. Those

compiling the info

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people:

Marian Allport
Ted Crider
Jack Devaney
Lillian Fields
Jean Gillian
Hannah Lai
Carl Larsson
Tony Lopez
Britta McFalls
Marie McDonnell
Guy Nicolaysen
Lucille Rowe
Marvin Greelle,
Al Tudyman, Dir

ACKNOWLEDGMENTS

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Special Class
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pertaining to the scope and sequence of the Special Class curriculum. Those persons most directly responsible for compiling the information contained herein deserve commendation. Recognition is therefore given to the following people:

Marian Allport
Ted Crider
Jack Devenny
Lillian Fields
Jean Gillian
Kenneth Lai
Carl Larsson
Tony Lopez
Britta McCallum
Marie McDonnell
Guy Nicolaysen
Lucille Rowe
Marvin Greelle, Supervisor, Programs for the Mentally Retarded
Al Tudyman, Director, Department of Special Education

INTRODUCTION

The course of study for educable mentally retarded youth which appears on the following pages was designed to carry out the implications of the guidelines adopted by the California State Board of Education, March 9, 1967. The levels--Primary, Intermediate, Junior High, and Senior High--as well as the curriculum areas, are presented in accordance with the format appearing in the State bulletin, "Programs for the Educable Mentally Retarded in California Public Schools."[1]

The purpose of this course of study, as emphasized in the State guidelines, is to define in outline form the general areas under which learning experiences can be organized in order to promote the development of competencies appropriate to the educable mentally retarded. It should serve as a framework upon which to build a curriculum. This course of study is offered as a tentative document in a continuing process of curriculum planning which has as its ultimate objective the most effective and rewarding fulfillment of the human potential within each student.

The educable mentally retarded pupil is more like regular class pupils than different and has the same needs for personal, emotional, and economic adjustment to everyday life. To achieve adjustment, experiences should be provided to help develop skills, attitudes, appreciations, knowledges, and judgements which can be effectively utilized within the limits of each pupil's capacity. Experiences

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[1] L. Wayne Campbell, Flora M. Daly, Fred M. Hanson, "Programs for the Educable Mentally Retarded in California Public Schools," Bulletin of the California
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INTRODUCTION

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should be directed toward the achievement of the broader objectives of education for all children. These objectives are: self-realization, human relationships, economic efficiency, and civic responsibility. Each pupil is unique but should be given every opportunity to develop toward meeting these objectives. In so doing, the individual differences of the educable mentally retarded pupil in intelligence, specific learning characteristics, strengths, disabilities, and vocational and social potential must be considered.

The program levels, as defined here, and the indicated age span of each level are to be considered only as suggestions. It is realized that individual differences in children will require adapting the objectives to the needs of the pupil regardless of chronological age. In addition, many classes will not be organized at one separate level, and this also will necessitate a flexible use of the course of study.

It is explicitly understood that levels are to be referred to as phases on a continuum and that at all times mastery of the simpler, basic skills must precede movement to more advanced levels of performance.

Particularly at the secondary level it is essential to understand that a functional, experiential approach becomes all important. School experiences must approximate and, if possible, duplicate experiences to be faced after leaving school if the student is to make a successful transition from public school to independent,

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of the California
State Department of Education, Sacramento, Vol. XXXVI, No. 1, March 1967, pp. 54-60.

adult community life. For this reason, the course of study does not attempt to state specific objectives in terms of particular subject matter areas. It does indicate that regardless of the specific subject matter areas from which knowledge is drawn, the program must be organized so that the broader objectives are realized.

This course of study does not attempt to encompass all possible objectives of special education for the educable mentally retarded, but it does attempt to define those considered most essential.

The course of study and curriculum must be consistent with the general guidelines adopted by the State Board of Education calling for:

1. Expanded opportunities to apply academic skills in practical situations of daily living

2. Flexibility in design and application

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4. Sequential c
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5. Vocational

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3. Nongraded organization

4. Sequential development of skills, attitudes, and understandings

5. Vocational orientation and work-study experience

The course of study here presented fulfills the requirements of the State Board of Education guidelines. It is the responsibility of the Superintendent's staff, the individual school administrator, and each Special Class teacher to see that it is implemented.

This course of study is tentative and should be used by teachers on an experimental basis. Notations for recommended changes, additions or deletions are requested so that there may be a mutual sharing of ideas which will help all to work steadily toward a common goal. This course of study must change as more is learned about teaching the educable mentally retarded. Use this course of study broadly, creatively, and critically.

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OBJECTIVES OF THE PROGRAM

Stated as Continuing Life Problems or Social Li

Educable mentally retarded pupils have the potential to learn to live fairly independent and productive lives. They should, with proper preparation, be able to function satisfactorily in the world of work and receive self-satisfaction from their social and occupational endeavors.

Objectives of a program for educable mentally retarded pupils do not differ basically from objectives for the normal child as outlined by the Education Policies Commission in 1946: self-realization, human relationships, economic efficiency, and civic responsibility.

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I.	HEALTH IN DAILY LIVING:	This area deals with all experiences of chi It includes those aspects of daily life whi essential to healthful living, such as clea nutrition, good mental hygiene, and use of
II.	SAFETY IN DAILY LIVING:	Situations are presented to aid the pupil i tudes, and understandings which lead to saf community, and safety on the job. First ai individual to protect himself from other ou included in this area.
III.	UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS:	This includes the development of emotional and in the community through experiences wh and an ability to understand and adjust to
IV.	GETTING ALONG WITH AND COMMUNICATING WITH OTHERS:	This includes all areas of experience invol inter-group relations at every level; e.g., or community. Also involved is the acquisi skills (listening, speaking, reading, and w

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OBJECTIVES OF THE PROGRAM

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These broad objectives, however, must be translated into reasonable expectations for the educable mentally retarded pupil, based upon individual differences in intelligence, specific learning abilities and disabilities, and upon vocational and social potential.

The Continuing Life Problems or Social Life Needs which are refinements of broader objectives and are essential components of the instructional program for educable mentally retarded pupils are briefly defined as follows:

This area deals with all experiences of children and youth which have some bearing on health. It includes those aspects of daily life which aid in developing habits, attitudes, and skills essential to healthful living, such as cleanliness and grooming, prevention of disease, nutrition, good mental hygiene, and use of community health resources.

Situations are presented to aid the pupil in establishing behavior patterns, habits, attitudes, and understandings which lead to safety at school, at home, on the street and in the community, and safety on the job. First aid and precautionary behavior which enables the individual to protect himself from other common hazards within the environment are also included in this area.

This includes the development of emotional security and independence in the home, at school, and in the community through experiences which aid in the establishment of self-help skills and an ability to understand and adjust to one's assets and limitations.

This includes all areas of experience involving human relations, both inter-personal and inter-group relations at every level; e.g., being a member of a family, class, club, school, or community. Also involved is the acquisition of habits, attitudes, understandings, and skills (listening, speaking, reading, and writing) essential to effective communication.

V.	RIGHTS, PRIVILEGES, AND RESPONSIBILITIES:	Responsible attitudes toward law and order with spe the democratic way of life are emphasized. This in skills necessary to understand the diverse and uniq stand and participate in governmental processes; an privileges, and responsibilities associated with me community.
VI.	FAMILY LIVING:	This area involves the acquisition of habits, attit varying family relationships, roles of family membe Experiences related to feeding, clothing, and housi
VII.	EARNING A LIVING AND MANAGING MONEY:	The habits, attitudes, and skills essential to maki related to work habits, job information, supervisio discovering occupational competencies, finding a jo of employee-employer relations are among those to b to consumer buying, budgeting, savings, and insuran tic skills and their practical application is close needs.
VIII.	TRAVELING AND MOVING ABOUT IN THE COMMUNITY:	The essential habits, attitudes, skills, and inform place to place using private or public transportati and using maps and directories are examples of the
IX.	USING LEISURE TIME:	The habits, attitudes, and skills necessary for eff taught through such activities as play, games, spor television, organized club programs, and community
X.	PARTICIPATING IN COMMUNITY LIFE:	Experiences are provided for the acquisition of hab which lead to awareness of and participation in a v within the community, including their organization,

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s necessary to understand the diverse and unique components of our heritage; to under-
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nsumer buying, budgeting, savings, and insurance. The learning of fundamental arithme-
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ssential habits, attitudes, skills, and information necessary for moving about from
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through such activities as play, games, sports, art, music, crafts, use of radio and
ision, organized club programs, and community recreational services.

iences are provided for the acquisition of habits, attitudes, skills, and information
lead to awareness of and participation in a wide variety of youth and adult groups
the community, including their organization, functions, facilities, and benefits.

A REALISTIC BASIS FOR CURRICULUM PLANNING FOR THE

The curriculum model presented in this section is an outgrowth of numerous ideas and suggestions of Special Class teachers who participated in curriculum development meetings and workshops from 1963 to the present date. It is an attempt to simplify and illustrate the complexity of relationships between the individual pupil, the Special Class organization within the schools, the vast body of human knowledge, the realistic expectations for academic achievement of EMR pupils, the objectives of the school program, and the teaching methods or strategies used by teachers to assist pupils in attaining the objectives of the program.

When studying this model, it might be most logical to begin with the lowest and lightest area--that area shaped like an inverted pyramid. This portion represents the available bodies of organized knowledge, the experiences and other resources utilized by the teacher and pupils in formulating a broad and continuously expanding basis for relevant and effective learning. Each segment in this area indicates the approximate chronological and mental age range during which the accompanying mentioned experiences, knowledge, and resources might most appropriately begin to be utilized. It should be remembered that lack of space prevents mentioning more numerous items, and those set forth are only the major components from which pupils and teachers derive the essential background for effective teaching and learning. It should also be remembered that each ascending segment includes and builds upon all preceding ones so that a broader and more extensive basis for learning continuously develops. Though each of the four segments are separated by lines, this is only for convenience in explaining the model. In reality there is no definite demarcation between them, and the teacher must consider the lines as approximations, basing judgment for their use on the individual needs of

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each pupil. There will be many occasions, for example, when older pupils will need to refine their sensory and motor skills or reinforce earlier experiences in the areas of the basic tool subjects, simple science concepts, or perhaps the principles of child growth and development as they relate to child care and family living.

The lightest orange, rectangular area should probably be considered next. This area represents a continuum of ascending levels of academic achievement through which many EMR pupils may be expected to progress if they remain in an adequate school environment. Some pupils may never reach the 5th or 6th grade achievement indicated for the more advanced pupils at the senior high level. Some may exceed these levels; and teachers must, therefore, refrain from setting pre-determined goals which may prevent the maximum obtainable achievement. While the four levels presented are delineated by horizontal lines which separate Primary, Intermediate, Junior High, and Senior High school levels, the overlapping of grade levels is obvious. This overlapping occurs because of the heterogeneous groupings within Special Classes and because many pupils achieve more adequately in some academic areas than in others. The acquisition of knowledge and skills in the basic tool subjects, along with their relevant application to the daily life needs of each pupil, is a major goal of this program.

The wide range of achievement ages at each school level and their overlapping between school levels is illustrated in another way within the brackets on the left of this portion of the model. Each bracket (Elementary, Junior High, and Senior High) contains the approximate ranges in chronological and mental ages which correspond to the expected achievement ranges in academic areas. This arrangement should assist teachers in recognizing the necessity for providing a comparable and suitable range of instruction and instructional media. Each pupil, however, must be afforded the opportunity to progress at the pace and to the extent that his abilities allow.

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The medium orange square area at the top of the model is sectioned to show the two Continuing Life Problems or Social Life Needs considered by the Special Class teachers to be the essential components which comprise the overall objectives of the program. These two components concern the educable mentally retarded from preschool through adulthood. The pupils must learn to understand and cope with these concerns in order to find successful solutions to their daily life problems. They must learn the fundamental tool subjects and relevant knowledge made available from the fields of science, arts, humanities, social government, economics, etc. The exact number of concerns and amount of emphasis placed on each will vary with the age and needs of the learner. Before entering post-school life, however, each pupil should have had adequate instruction and experiences in these areas to enable him to become an adaptable, contributing, socially and economically self-supporting adult to the extent that his abilities allow.

It should be noticed that the lines separating the two Continuing Life Problems extend upward from the Primary level through each succeeding academic level. In actuality each of the two concerns begins shortly following or at birth and continues throughout adulthood. In this respect they become the content as well as the overall objectives of the program.

The dark orange rectangle forming the upper right side of the model represents the vehicles by which all that is to be learned is brought to and taught to the learner. These vehicles are such things as the organization of content; activities carried on within the classroom or other learning environment; the techniques, methods, and strategies of teaching which comprise and assist the teaching-learning process.

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In attempting to isolate or select pertinent and discrete areas of skills and knowledges to be taught at any given time, most persons teaching EMR pupils have advocated what has been called the Unit of Experience as the major vehicle or organizational pattern. This approach involves the selection of a specific problem or area of interest related to one or more of the ten Continuing Life Problems. The specific problem or area to be explored should be an outgrowth of pupil interest and extend beyond the four walls of the classroom into the out-of-school experiences of the pupils. It should afford participation and success at some level for all members of the class or group involved. It should be broad enough to require inclusion of the 3 R's, specific subject matter content, excursions, or visits to places providing firsthand experiences, audio- and visual-aids, arts and crafts, etc. It must also be of a duration which will allow for a satisfactory solution or conclusion of the particular learning experience before the interests of the pupils wane. This, in brief, describes a Unit of Experience. Examples of topics for Units of Experience related to the Continuing Life Problem of Homemaking and Simple Money Management might be: "Ways I can help my mother," "Father's work," "Preparing my favorite food," "Furnishing and decorating a room," "How I would budget one hundred dollars," "Houses in our neighborhood for sale or for rent."

It should be evident that these topics range in interest and social sophistication from primary through advanced levels yet allow for overlapping, sequence, and continuity. The sequential development of academic skills at each school level should, therefore, be related to the unit being explored and have continuous, practical application. The chronological, social, and mental age ranges characteristic of EMR classes necessitate this kind of planning by individual teachers as well as by the several teachers who will be responsible for the pupils as they progress through elementary, junior, and senior high schools.

In attempting to implement the ideas expressed in this section of the course of study and graphically represented by this curriculum model, there are certain practices which teachers should consider and, wherever possible, utilize. These practices must find expression both in and outside the classroom.

1. We must spend instructional time wisely, selecting only content which has purpose and meaning to the day-to-day life and experiences of our pupils.

2. We must teach our pupils in situations which mediate transfer of learning. This can only be done by relating subject matter to life and by bringing into the classroom activities which allow pupils to apply as they learn.

3. We must adapt instruction to what specialists in diagnosis have told us about the abilities and disabilities of each pupil. This can only be done by selecting instructional materials and methods on an individual pupil basis.

4. We must seek more realistic groupings for teaching purposes. This implies a social prognosis in addition to our present educational prognosis. This also implies some rethinking regarding terms for classifications.

5. We must evaluate our pupils' progress by putting them in real or closely simulated situations of the type in which we expect them to succeed each

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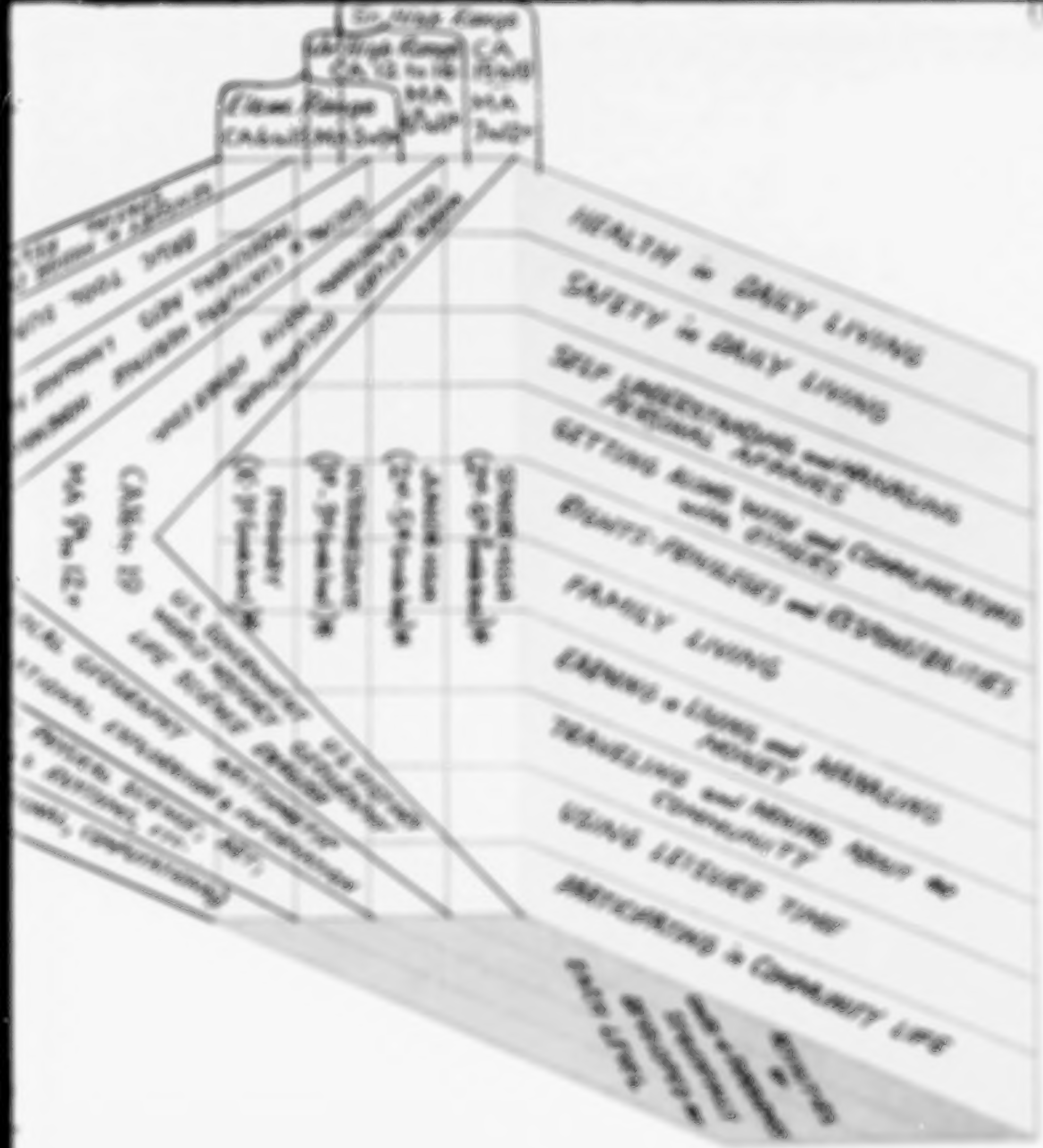
day and after leaving school—and then observe and evaluate their behavior to see how they are progressing. This means familiarity on the part of the teacher with the out-of-school life of the pupils and work experience in realistic jobs for most pupils before they leave school.

6. We must teach practical skills and knowledges and, what is even more difficult, habits and attitudes.

7. This means we must teach pupils not only to do the job but to have the desires and attitudes and abilities to get and hold a job. We must teach and give opportunities for pupils to demonstrate, if possible, such things as: the right clothes to wear; how to care for clothes; how to get a job; how to get there; when to get up; how to pack a lunch; what is sickness and how ill should they be to stay home; how to relate to the boss; how to handle kidding; what to do after work; what wages to ask for; why they may be fired; when to quit; how to quit; where to go for help; what community services are available and how to get them; insurance and compensation benefits, etc.

To the educable mentally retarded, we must teach the basic facts of life and how to cope with and handle successfully the problems they will encounter. These experiences they must have in school. This is what this course of study, a curriculum, methods, and materials for teaching the mentally retarded is all about and the only way our program can be justified.


Sr. High Range
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HEALTH in DAILY LIVING
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EARNING a LIVING and HANDLING MONEY
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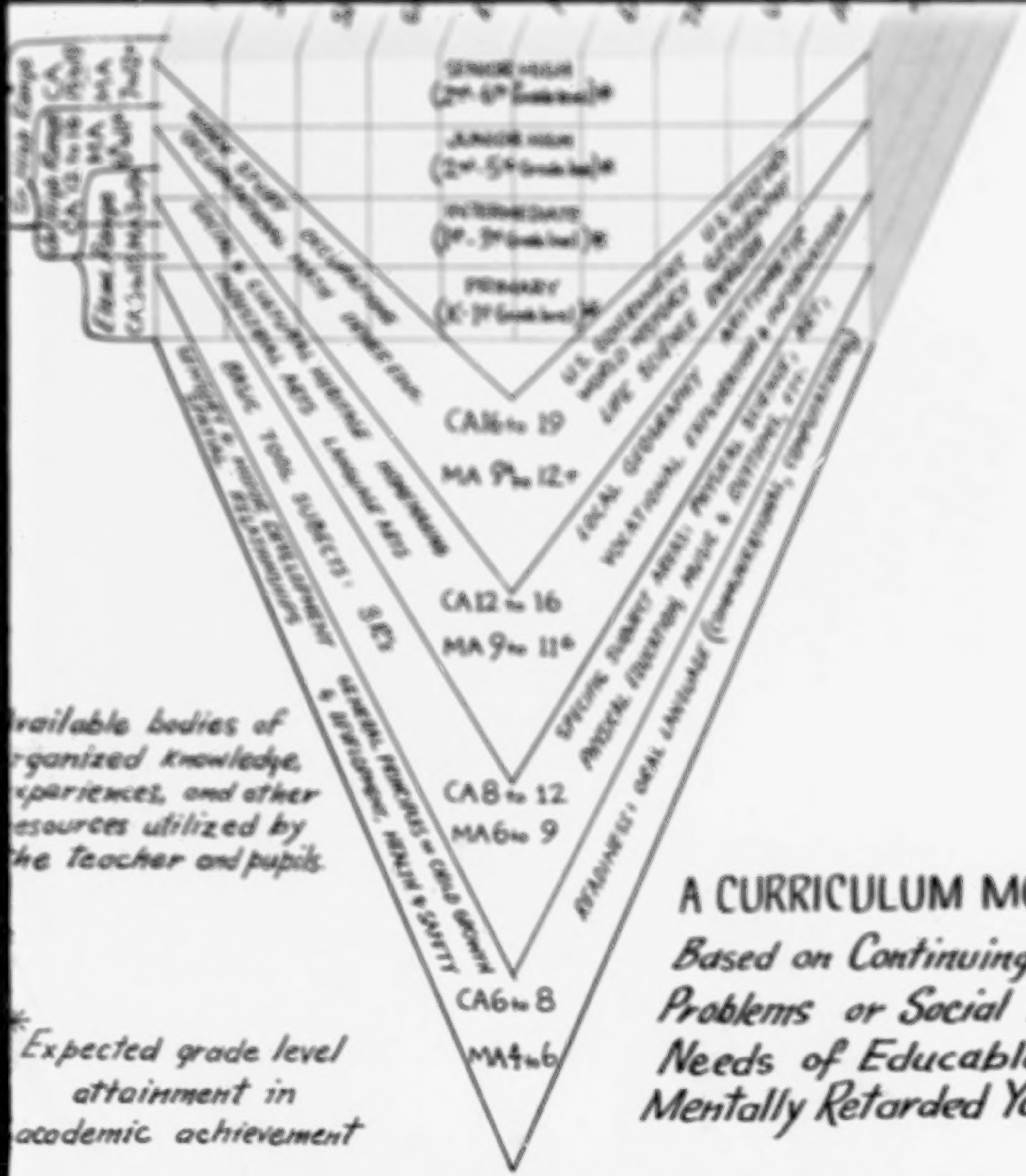
SENIOR HIGH (2nd-6th Grade level)*
JUNIOR HIGH (2nd-5th Grade level)*
INTERMEDIATE (1st-3rd Grade level)*
PRIMARY (K-1st Grade level)*
CA16 to 19
MA 9 to 12+
CA12 to 16
MA 9 to 11
CA8 to 12
MA6 to 9
CA6 to 8
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BASIC TOOL SUBJECTS: 3R's
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LANGUAGE ARTS
HOMEMAKING
LOCAL GEOGRAPHY
LIFE SCIENCE
PHYSICAL EDUCATION
READINESS: ORAL LANGUAGE
…vailable bodies of
…rganized knowledge,
…xperiences, and other
…esources utilized by
…he Teacher and pupils
* Expected grade level
attainment in
…academic achievement

A CURRICULUM MODEL

Based on Continuing Life
Problems or Social Life
Needs of Educable
Mentally Retarded Youth

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I. HEALTH IN DAILY LIVING

Each educable mentally retarded pupil should be encouraged to appreciate the fact that good health habits can contribute materially to the joy of living and to his potential vocational success.

Appropriate health habits are based upon self-help and personal cleanliness. Such habits must be taught and practiced. These pupils must learn about the body structure and functions--how to recognize simple symptoms that indicate a need for medical attention, and how to find this attention, including the use of community services.

Each educable mentally retarded pupil should learn about

the practical roles
dentist, optician,
the clinic and the

Rest, recreation,
ship to physical fit

Instruction should
alcohol, and drugs

Opportunities must
pupils begin to lear
and requirements for

I. HEALTH IN DAILY LIVING

uld be encouraged
abits can contrib-
o his potential

self-help and
e taught and
the body struc-
le symptoms that
d how to find
unity services.

uld learn about

the practical roles of the medical staff--nurse, medical doctor, dentist, optician, psychiatrist, etc., and the differences between the clinic and the hospital.

Rest, recreation, exercise, and balanced diets and their relationship to physical fitness should be stressed.

Instruction should be given regarding the bad effects of tobacco, alcohol, and drugs on the body.

Opportunities must be provided to reform health habits as the pupils begin to learn more details about the basic body functions and requirements for maintaining good health.

I--HEALTH IN DAILY LIVING

	Primary Level	Intermediate Level	Junior H
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pr as needed a following:
A. Body Parts and Functions	identify-- body, skin, head, face, eyes, ears, nose, mouth, teeth, lips, tongue, hair, arms, hands, finger, thumb, fingernails, legs, feet, toes	identify-- bones, muscles, stomach, intestines, lungs, heart, blood	identify an understand respirato reproducti digestive nervous circulato glandular
	know correct terms concerned with elimination		
B. Health Guidance in Sex Education*	be able to identify oneself as a boy or a girl, and begin to understand their roles in social behavior	appreciate and emulate the roles of masculinity and femininity demonstrate behavior appropriate for male or female students in variety of school and other social settings	respect dif between boy and adjust circumstanc menstruatio factors of
	know that some animals hatch from eggs and some develop inside body of mother	understand how animal babies come to be born and how this is much like the process of human birth	be aware th animals nee amounts of born
		understand egg cell is basic to new life	understand duction and systems can without and

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*Alameda County School Department, "Teaching Units on Family Health," 1963.
Glen Cove School District, Glen Cove, New York, "Getting Started," pamphlet, 1967.

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the *following:*	Continue previous levels as needed and add the *following:*	Reinforce previous levels and add the *following:*
Identify-- bones, muscles, stomach, intestines, lungs, heart, blood	Identify and begin to understand body systems-- respiratory reproductive digestive nervous circulatory glandular	have a basic understanding of the function of various body parts and systems
appreciate and emulate the roles of masculinity and femininity demonstrate behavior appropriate for male or female students in variety of school and other social settings	respect differences between boys and girls and adjust to special circumstances such as menstruation and other factors of pubescence	understand the nature and function of human reproductive systems and their relationship to social customs
understand how animal babies come to be born and how this is much like the process of human birth	be aware that different animals need different amounts of time to be born	understand that each person's unique heredity is determined at the time of fertilization
understand egg cell is basic to new life	understand that reproduction and reproductive systems can be discussed without embarrassment	

ite on Family Health," 1963.
., "Getting Started," pamphlet, 1967.

	Primary Level	Intermediate Level	J
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Cont as n foll
D. Health Guidance in Sex Education (continued)		understand that egg cell does not develop into baby by itself--role of father	appr of t syst fema purp
	understand that human baby develops inside body of mother	understand that some animals are born through a special opening in mother's body	——
	understand babies get milk from mother's breasts by nursing	begin to understand role of sex glands at puberty, and the physical and emotional changes they bring	——
		understand menstruation occurs as a natural part of a girl's growing up	——
		understand seminal emissions occur as a natural part of a boy's growing up	——
		understand that although nature readies our bodies for reproduction at puberty, several years more are needed to prepare for parenthood responsibilities	——

vel	Intermediate Level	Junior High Level	Senior High Level
following erstand- ings	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	understand that egg cell does not develop into baby by itself--role of father	appreciate the nature of the reproductive systems of male and female according to the purposes served	
human inside	understand that some animals are born through a special opening in mother's body	→	→
ies get r's ing	begin to understand role of sex glands at puberty, and the physical and emotional changes they bring	→	understand mental and physical changes that occur in each sex as growth and maturation take place
	understand menstruation occurs as a natural part of a girl's growing up	→	understand value of wholesome family life attitudes as reflected in responsible adult behavior
	understand seminal emissions occur as a natural part of a boy's growing up	→	
	understand that although nature readies our bodies for reproduction at puberty, several years more are needed to prepare for parenthood responsibilities	→	

4--HEALTH IN DAILY LIVING

	Primary Level	Intermediate Level	Junior
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue p as neede followin
B. Health Guidance in Sex Education (continued)	recognize signs of love and devotion in family	appreciate importance of mutual love and consideration in family	learn nec sible be and famil
	understand the naturalness of boy-girl friendships		
C. Cleanliness and Grooming		*Daily Bathing*	
	be aware of desirability of daily bath	practice desirable habits of daily bathing, using-- wash basin tub shower	shower pr ing physi class act
		use deodorant properly	use deodo initiativ
			change un
	be aware of importance of personal hygiene		understand of being c
			apply com and in gro

	Intermediate Level	Junior High Level	Senior High Level
ng -	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
ve y i- nd-	appreciate importance of mutual love and consideration in family	learn meaning of responsible behavior in peer and family groups	be aware of acceptable and unacceptable ways of showing emotions
	Daily Bathing		
ity	practice desirable habits of daily bathing, using-- wash basin tub shower	shower properly following physical education class activities	recognize need for bath or shower bathe or shower whenever necessary
	use deodorant properly	use deodorant on own initiative	use deodorant effectively
		change underwear regularly	
e		understand social importance of being clean and neat	
		apply cosmetics with care and in good taste	

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	C a f
C. Cleanliness and Grooming (continued)		Hair Care	
	comb and brush hair	shampoo hair regularly	r o
			r o
			s
			a i
		Dental Care	
	begin to brush teeth regularly	be aware of the importance of diet to sound teeth	r m m
		be aware of the importance of one's permanent teeth	
	be aware of necessity for dental checkups	be aware of causes of decay and ways of preventing decay	a c s

el	Intermediate Level	Junior High Level	Senior High Level
llowing stand- :	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	Hair Care		
air	shampoo hair regularly	recognize need for care of hair and scalp	recognize need for haircut and assume initiative for having it cut
		recognize various types of hair styles	
		set or arrange own hair	be aware of appropriate hair styles for different occasions
		avoid wearing curlers in public	
	Dental Care		
eeth	be aware of the importance of diet to sound teeth	recognize need and method for use of mouthwash	practice good oral hygiene
	be aware of the importance of one's permanent teeth		
ssity for	be aware of causes of decay and ways of preventing decay	avoid excess sweets containing refined sugar	recognize need for and seek attention: cleaning, filling extraction oral surgery dentures

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue prev as needed and following:
C. Cleanliness and Grooming (continued)		Care of Hands and Fingernails	
	wash hands before eating wash hands after using bathroom	recognize need for washing hands whenever they are soiled, particularly before preparing food	wash hands as necessary, on tive
		avoid chapped hands by drying thoroughly	apply hand lo needed to kee soft
	clean fingernails		shape fingern file and keep priate length
			use cuticle s correctly to hangnail or t broken nail
		Care of Feet and Toenails	
	recognize need for keeping feet clean	recognize the need for wearing clean stockings	wash tennis s other shoes r prevent odor
		recognize danger of going barefoot in places where feet may be injured	be aware of c between prope shoes and sto foot comfort

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
Care of Hands and Fingernails		
recognize need for washing hands whenever they are soiled, particularly before preparing food	wash hands as often as necessary, on own initiative	be aware of solutions available for removing heavy soils and stains
avoid chapped hands by drying thoroughly	apply hand lotion as needed to keep hands soft	
	shape fingernails with file and keep appropriate length	
	use cuticle scissors correctly to remove hangnail or to correct broken nail	apply fingernail polish neatly and in good taste remove polish that is scuffed or worn or out of keeping with costume
Care of Feet and Toenails		
recognize the need for wearing clean stockings	wash tennis shoes and air other shoes regularly to prevent odor	
recognize danger of going barefoot in places where feet may be injured	be aware of connection between proper fit of shoes and stockings, and foot comfort and health	understand the need for wearing shoes that give adequate support to reduce fatigue, especially while on the job

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Co as fo
C. Cleanliness and Grooming (continued)		seek adult attention for care of blisters, cuts, etc.	
		Care of Eyes, Ears, and Nose	
	recognize need to blow nose	keep tissues available and use on own initiative	
	use handkerchief or tissue effectively when blowing nose		
	understand the importance of keeping foreign objects out of nose, eyes, ears, mouth		
		wash ears correctly when bathing	be ey co et
		avoid prolonged loud sounds	
		when prescribed, wear eyeglasses faithfully	se pr

Level	Intermediate Level	Junior High Level	Senior High Level
following nderstand- ills:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	seek adult attention for care of blisters, cuts, etc.		know first-aid procedure for caring for blisters, cuts, ingrown nails, etc.
			trim toenails regularly with appropriate scissors
	Care of Eyes, Ears, and Nose		
d to	keep tissues available and use on own initiative		
hief or ively when			
e impor- ding foreign f nose, outh			
	wash ears correctly when bathing	be aware of dangers to eyes in use of eye cosmetics, hair sprays, etc.	
	avoid prolonged loud sounds		
	when prescribed, wear eyeglasses faithfully	select earrings appropriate fo the occasion	be aware of availability of shatterproof lenses for use in sports

8--HEALTH IN DAILY LIVING

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pr as needed an following:
C. Cleanliness and Grooming (continued)		clean eyeglasses correctly	avoid wearin for planned physical ed classes and sports
		exercise care when wearing, handling, or storing glasses	
			understand t of these org
			understand t of the fact organs are i and that pro safety is es
		Clothing	
	recognize the desirability of keeping clothes clean and neat	begin to be effective in remaining clean and neat	be aware th ness and nea more importa quality of c
			help at home clothing-- ironing mending washing putting in places

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
clean eyeglasses correctly exercise care when wearing, handling, or storing glasses	avoid wearing earrings for pierced ears during physical education classes and other active sports	
	understand the functions of these organs understand the importance of the fact that these organs are irreplaceable and that proper care and safety is essential	relate the significance of eyes, ears, and nose to the total development of the individual be aware that the eyes, ears, and nose are least protected of all vital organs; stress safety
Clothing		
begin to be effective in remaining clean and neat	be aware that cleanliness and neatness are more important than quality of clothing help at home to care for clothing-- ironing mending washing putting in proper place	be aware of effect of one's wardrobe on others

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Con as n foll
C. Cleanliness and Grooming (continued)	dress appropriately for the weather, as for rain, cold	select clothing appropriate for occasion--school, sports, church, party	
		choose appropriate combinations of garments	
	hang up outer clothing upon removal in order to keep clean and neat		bru do
	put shoes in proper place; e.g., closet, under bed, etc.	clean and shine shoes	be pro and
			avo tha was
	put shoes on correctly; e.g., right and left	keep shoelaces tied	
		avoid excessive scuffing and wearing from dragging, kicking, etc.	

evel	Intermediate Level	Junior High Level	Senior High Level
following erstand- les:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
iately for s for	select clothing appropriate for occasion-- school, sports, church, party		
	choose appropriate combinations of garments		
clothing in order to neat		brush clothing as needed to improve appearance	
roper loset, .	clean and shine shoes	be aware of concept of proper style of shoes and and stockings	choose footwear appropriate to activity
		avoid wearing stockings that need mending or washing	have shoes repaired when appropriate and necessary for appearance and thrift
orrectly; d left	keep shoelaces tied		
	avoid excessive scuffing and wearing from dragging, kicking, etc.		

10--HEALTH IN DAILY LIVING

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pr as needed a following:
D. Nutrition	develop good eating habits-- eat regularly eat what is served-- avoid waste chew food thoroughly eat slowly	try new foods	
	know sequential order of meals and specific foods associated with them	know appropriate foods for meals	
	recognize the importance of certain foods for good health	understand the nutritional value of certain foods	be aware of of overeati eating; dis
	begin to organize foods into categories	know food groups	understand and importa balanced di
	wash fruit and vegetables before eating	plan snacks and simple meals	
		prepare snacks and simple economic meals	prepare a m some superv
	store various kinds of foods with some assistance	recognize foods that need refrigeration, dry storage, closed containers	store food freshness; dispose of

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
try new foods		
know appropriate foods for meals		
understand the nutritional value of certain foods	be aware of the dangers of overeating and undereating; dieting	be aware that emotional stress affects diet
know food groups	understand the concept and importance of a balanced diet	understand the importance of medical advice and help in dieting
plan snacks and simple meals		
prepare snacks and simple economic meals	prepare a meal, with some supervision	prepare a meal with little or no supervision
recognize foods that need refrigeration, dry storage, closed containers	store foods to maintain freshness; recognize and dispose of spoiled foods	maintain sanitary conditions in the kitchen

	Primary Level	Intermediate Level	J
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Con as n foll
E. Rest and Sleep	rest after physical exertion	recognize signs of fatigue	
	relax in various ways; e.g., head on desk, listening quietly, lying down, napping	easy pleasure reading being aware of overexertion, change to quiet activity	rela
			be a subs and pill
	be aware of need for adequate sleep	begin to assume responsibility for acquiring adequate sleep	
		recognize healthful sleeping conditions--clean, comfortable bed, comfortable sleepwear, fresh air--quiet	reco the heal tion
F. Prevention and Control of Disease	be aware that regular health check-ups (medical and dental) are important	cooperate willingly in getting health check-ups and in following directions of medical personnel	reco aspe chec

vel	Intermediate Level	Junior High Level	Senior High Level
following erstand- s:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
ical	recognize signs of fatigue		
s ways; desk, ly, ly- ng	easy pleasure reading being aware of overexertion, change to quiet activity	relax during breaks	relax during regular work breaks
		be aware of dangers of substitutes for sleep and rest; e.g., coffee, pills, etc.	rest sufficiently to maintain health
d for	begin to assume responsibility for acquiring adequate sleep		
	recognize healthful sleeping conditions-- clean, comfortable bed, comfortable sleepwear, fresh air--quiet	recognize and respect the the needs of others for healthful sleeping conditions	maintain healthful sleeping conditions
egular s (medical important	cooperate willingly in getting health check-ups and in following directions of medical personnel	recognize the preventive aspects of regular health check-ups	assume initiative in obtaining regular health examinations

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pr as needed a following:
F. Prevention and Control of Disease (continued)	be aware of importance of following directions of medical personnel		understand t of maintaini health (as i ing section contributory happy, activ to work
	identify the role of doctor, nurse, dentist		
	take medication only under supervision of an adult	use caution in the use of medication	know danger medication
	be aware of importance of not sharing personal items such as food, gum, eating utensils, clothing	avoid sharing personal items including, brush, comb, toothbrush	understand r not sharing items
	be aware that one does not eat foods which have dropped to the ground or floor or have been discarded, or foods which have a "bad" odor	avoid eating spoiled or contaminated foods	understand t contaminated cause illnes
	be aware of immunizations	understand that immunizations help prevent illness	

	Intermediate Level	Junior High Level	Senior High Level
	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
		understand the importance of maintaining general health (as in the preceding sections A-D) as contributory to remaining happy, active, and able to work	assume responsibility for maintaining general health, and in following directions of medical personnel
	use caution in the use of medication	know dangers of self-medication	
f ng	avoid sharing personal items including, brush, comb, toothbrush	understand reasons for not sharing personal items	
e r	avoid eating spoiled or contaminated foods	understand that eating contaminated foods can cause illness	
ns	understand that immunizations help prevent illness		

	Primary Level	Intermediate Level	J
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Cont as n foll
F. Prevention and Control of Disease (continued)		know that some diseases are communicable; know names of some common communicable diseases	kno soci
	be aware of the existence of disease carriers	know some ways to avoid disease carriers	
		avoid use of tobacco, alcohol, or drugs	unde and admi medi
			be a use
G. Community Health	recognize and begin to understand role of school nurse, milkman, refuse collector	understand the roles and appreciate the relationship to community health of--	—
		school nurse doctor dentist milkman refuse collector street cleaners	wel em
		hospital clinic	

evel	Intermediate Level	Junior High Level	Senior High Level
following derstand- lls:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	know that some diseases are communicable; know names of some common communicable diseases	know names of some social diseases	know some ways diseases are communicated and how to avoid them
he exist- se	know some ways to avoid disease carriers		
	avoid use of tobacco, alcohol, or drugs	understand that drugs and narcotics should be administered only by medical personnel be aware of hazards in use	know some factual information about legal use of tobacco, drugs, alcohol, and avoid illegal or excessive use
begin to le of school n, refuse	understand the roles and appreciate the relationship to community health of--	⟶	⟶
	school nurse doctor dentist milkman refuse collector street cleaners hospital clinic	welfare agencies emergency hospitals	health and welfare plans, public and private

	Primary Level	Intermediate Level	Junior Hig
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue prev as needed and following:
H. Physical Fitness		Posture	
	stand and sit correctly with some reminding	understand the relationship between good posture and appearance, fatigue, etc.	recognize com and results o posture
		Exercise--Motor Activities	
	participate in activities which promote skill in locomotion-- walking, running, jumping, hopping, leaping, skipping, sliding, galloping	→ organized games	→ indoor, out
	participate in activities which promote skill in proper use of body in work and play-- lifting, carrying, climbing, hanging, pushing, pulling	be aware of proper methods for-- lifting, carrying, climbing, hanging, pushing, pulling	practice prope of-- lifting, car climbing, ha pushing, pul

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
Posture		
understand the relationship between good posture and appearance, fatigue, etc.	recognize common causes and results of poor posture	relate good posture to appearance and maintain good posture
Exercise--Motor Activities		
→	→	→
organized games	indoor, outdoor sports	team play
be aware of proper methods for-- lifting, carrying, climbing, hanging, pushing, pulling	practice proper methods of-- lifting, carrying, climbing, hanging, pushing, pulling	employ proper methods of-- lifting, carrying, climbing, hanging, pushing, pulling to occupational activities

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	C a f
H. Physical Fitness (continued)	participate in activities which promote skill in coordination--	apply previously learned skills in coordination to various games	—
	stopping, dodging, tossing, throwing, catching, kicking, hitting		
	rhythmic activities	square dancing, folk dancing	
	simple exercises	calisthenics	

vel	Intermediate Level	Junior High Level	Senior High Level
ollowing rstand- s:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
activities kill in	apply previously learned skills in coordination to various games	→	
ging, wing, king,			
vities	square dancing, folk dancing	social dancing	
ses	calisthenics		

II. SAFETY IN DAILY LIVING

Good safety habits should be established and reinforced as a continuous phase of the program for educable mentally retarded youth. An awareness of safety must enter into most areas of living since the individual's welfare and survival are directly related to his attention to safety.

A good attitude toward safety is an outgrowth of basic safety habits learned at the primary and intermediate levels. These children need to be taught how to exercise safety procedures at home, at school, on the street, and in the community (including on-the-job safety).

They should learn the difference between being safe and being cowardly,

They must learn
how to cope with
stand that the c
which they can c
themselves and th

They need to know
selves or some ot
to do while await

They should devel
of safety signs a

II. SAFETY IN DAILY LIVING

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must enter into most
elfare and survival
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rowth of basic
d intermediate
nt how to exercise
n the street, and
safety).

n being safe and

being cowardly, fearful, or timid.

They must learn to recognize danger areas, potential dangers, and how to cope with them. It is important for these pupils to understand that the community has safety standards, laws, and resources which they can call upon to insure the safety and protection of themselves and their families.

They need to know what to do in case of an accident involving themselves or some other person, such as how to get assistance and what to do while awaiting help.

They should develop the ability to recognize and understand a variety of safety signs and symbols.

18—SAFETY IN DAILY LIVING

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pre as needed an following:
A. Safety at School		In the Building	
	walk in halls, on stairs, and in classroom	be aware of reasons for various rules pertaining to movement in the building	observe hal rules
	be aware of danger of running and shoving in halls		
	avoid walking close to doors and walls		
	open and close doors with caution		
	use hand tools properly and safely		use power t and safely- workshop shop homemakin
	be aware of safe methods of carrying tools, such as how to carry scissors	transport tools and equipment safely	
	observe proper conduct during fire drills and emergency drills	recognize seriousness of fire and emergency drills and respond appropriately	
	take turns in games, at drinking fountains, etc., to avoid accidents	observe a personal code of safe conduct in cafeteria, auditorium	→ in counsel library,
	keep feet out of aisle		

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
In the Building		
be aware of reasons for various rules pertaining to movement in the building	observe hall patrol rules	assume responsibility for own conduct in buildings
	use power tools properly and safely-- workshop shop homemaking	use power tools properly and safely in school and on the job
transport tools and equipment safely		
recognize seriousness of fire and emergency drills and respond appropriately		
observe a personal code of safe conduct in cafeteria, auditorium	→ in counseling suite, library, offices	→ throughout total school facility

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and abilities	Continue primary level as needed and add the following:
A. Safety at School (continued)		resist taunts and dares which may result in injury
		avoid teasing or horseplay which may result in injury to oneself or to others
	begin to recognize and avoid safety hazards	begin to report safety hazards
		Outside the Building
	begin to know safe areas for various types of play	remain in safe areas for various types of play
	obey simple rules associated with safety at play	avoid such dangers as pushing, shoving, kicking, and other rough play
	begin to recognize and observe proper use of play equipment	
	follow designated safety rules of the school	

vel	Intermediate Level	Junior High Level	Senior High Level
following erstand- ies	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	resist taunts and dares which may result in injury	discriminate between being safe and being cowardly or overly fearful	project safety attitudes to situations involving-- motor vehicles electricity machinery firearms sports, etc.
	avoid teasing or horse-play which may result in injury to oneself or to others		
ties and azards	begin to report safety hazards		
	Outside the Building		
safe areas ypes of play	remain in safe areas for various types of play	seek safe areas for various types of activities	
les accord- ty at play	avoid such dangers as pushing, shoving, kicking, and other rough play	observe safety rules in all activities	
ties and use of		——→ athletic equipment	
ted safety hool		observe safety rules in after-school activities such as the extra-curricular	

IV—SAFETY IN DAILY LIVING

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pre as needed an following:
A. Safety at School (continued)	take turns and share playground equipment		→ athletic e space protect chi from injury ing sports
B. Safety on the Street		Personal	
	be aware of dangers of accepting rides, candy, or money from strangers	refuse to accept rides, candy, or money from strangers	recognize dan ent in being
	know what to do when approached by strangers-- tell parent or teacher walk away	write down license number in the dirt, on paper report to parents or teacher	report to authority
	know dangers of wandering alone without an adult	avoid wandering alone without an adult	recognize the of wandering after dark
	recognize own house and block	know full name, address, and phone number	
	when lost, ask a policeman for assistance; never ask a stranger on the street for help	make inquiries of bus driver, storekeeper, service station attendant	

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	→ athletic equipment and space protect vital body parts from injury; i.e., during sports	
Strangers		
refuse to accept rides, candy, or money from strangers	recognize dangers inherent in being accosted	learn to respond appropriately to and to repel improper advances
write down license number in the dirt, on paper report to parents or teacher	report to nearest authority	
avoid wandering alone without an adult	recognize the dangers of wandering alone after dark	
know full name, address, and phone number		
make inquiries of bus driver, storekeeper, service station attendant		

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Co as fo
3. Safety on the Street	be aware of danger in playing with strange animals	refrain from playing with strange animals	
		[redacted]	
	never run out into the street		
	know about signal lights-- red means stop yellow means caution--wait green means go--cross with green		
	in crossing the street, use marked crosswalks at controlled intersections	wait until safe; cross at crosswalk or in safe place at the corner	
	if there is no signal light, look both ways and wait until it is safe to cross		
	obey school traffic squad		
	observe and obey common signs, such as for traffic, railroad, construction		

Level	Intermediate Level	Junior High Level	Senior High Level
following understand- lls:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
danger in strange	refrain from playing with strange animals		
	Pedestrian		
t into the			
ignal lights-- stop ow caution-- t go--green en			
the street, crossways at intersections	wait until safe; cross at crosswalk or in safe place at the corner		
no signal both ways il it is e			understand and practice rules related to pedestrian safety
traffic squad			
other common es for lroad,)			

HS--SAFETY IN DAILY LIVING

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pri as needed an following:
B. Safety on the Street (continued)	respect property rights of others-- use sidewalks stay off lawns and out of streets		
	walk facing oncoming traffic when there is no sidewalk		wear somethi color at nig
		Vehicles	
	use tricycles, wagons, scooters, skates on sidewalks and playgrounds	learn safety rules for riding a bicycle and skateboard	observe safe all uses of
	begin to observe basic safety rules for getting on, riding, and getting off buses, cars, and public vehicles		understand d related to l use of motor vehicles
C. Safety in the Home		Related to Fire	
	be aware of danger in playing with matches, fire, gasoline	observe safe methods in handling matches	observe safe working near such as while

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	wear something light in color at night	
Vehicles		
learn safety rules for riding a bicycle and skateboard	observe safety rules in all uses of vehicles	learn and abide by laws and safety rules for the operation of-- motorcycle scooter power bike automobile
	understand dangers related to illegal use of motorized vehicles	understand and practice rules related to safe driving
Related to Fire		
observe safe methods in handling matches	observe safe methods of working near a flame such as while cooking	observe safety rules in the handling of gasoline

	Primary Level	Intermediate Level	Ju
	Establish the following attitudes, understandings, and abilities	Continue primary level as needed and add the following:	Conti as ne follo
C. Safety in the Home (continued)	keep safe distance from open fires and heaters		take when troubl
		be aware of common causes of fires-- use of candles faulty electrical wiring gas leaks	—— spo smo
	in case of fire leave the house and run for help	never re-enter a burning building	know small fire
	seek help from neighbors or friends	——→	in ca avail numbe meet call
			know fire how t

Level	Intermediate Level	Junior High Level	Senior High Level
following understand- ilities	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
tance from d teachers		take proper precautions when smoking, burning trash, ironing, etc.	
	be aware of common causes of fires-- use of candles faulty electrical wiring gas leaks	→ spontaneous combustion smoking in bed	→ smoking around gasoline
ire leave the for help	never re-enter a burning building	know how to smother a small fire or use fire extinguisher	have basic knowledge of fire fighting equipment and methods
n neighbors	→	in case of fire have available the telephone number of fire department and know when to call to report a fire	
		know location of nearest fire alarm box and know how to activate	
			understand rudiments of electrical systems and their potential hazards

H.--SAFETY IN DAILY LIVING

	Primary Level	Intermediate Level	Junior High L
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previou as needed and ad following:
C. Safety in the Home (continued)		General Household Safety	
	begin to know correct ways to use home appliances	operate home appliances properly	read and observe tions for prope appliances
	use correct method of connecting or disconnecting electrical cords	remove electrical cord properly when finished with appliance	
	be aware of dangers of wet or damp hands or feet when using electrical appliances		
	be aware of dangers associated with home gas appliances	be aware of pilot light	be able to ligh light and adjus
	keep hands out of and away from moving parts, such as-- mixers garbage disposals washing machines		
	never play in discarded iceboxes, trunks, refrigerators, or the like	report to adult the presence of discarded icebox, trunk, refrigerator or the like	

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
General Household Safety		
operate home appliances properly	read and observe directions for proper use of appliances	know and observe correct use of a wide variety of home appliances
remove electrical cord properly when finished with appliance		
be aware of pilot light	be able to light pilot light and adjust flame	call proper public utility office for emergency service
report to adult the presence of discarded icebox, trunk, refrigerator or the like		

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Cont as foll
C. Safety in the Home (continued)	avoid playing with plastic bags	understand danger connected with playing with plastic bags	pro of
	identify and avoid household cleaning materials-- bleach, poisons, lye, sprays, cleaning fluids, etc.	use household cleaning materials only under supervision never taste or otherwise use liquids or powders in unmarked containers	ide use be inj the or har
	handle correctly such sharp objects as knives, forks, scissors		
	store toys, games, and other objects to avoid tripping or falling over them (never leave on stairway)		
	know safe ways to reach when objects are out of reach, or get adult assistance	when objects are inaccessible, use proper equipment such as stools, stepladders	spe sin
	avoid handling firearms, firecrackers, detonator caps, or bullets		be haz suc

Level	Intermediate Level	Junior High Level	Senior High Level
following understand- ills:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
, with plas-	understand danger connected with playing with plastic bags	properly store or dispose of unused plastic bags	
avoid house- g materials-- isons, , cids, etc.	use household cleaning materials only under supervision never taste or otherwise use liquids or powders in unmarked containers	identify and learn proper use of cleaning materials be aware that serious injury may result from the improper storage or identification of harmful substances	when storing harmful substances, see that container is clearly labeled
ptly such s as knives, ure			
aces, and to avoid falling over leave on			
re to reach are out of t adult	when objects are inaccessible, use proper equipment such as stools, stepladders	operate and use extension ladder with care	
g firearms, , detonator ials		be aware of war souvenir hazards, dangers of homemade explosives	

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pr as needed a following:
C. Safety in the Home (continued)		recognize potential hazards and report to parents	report hazar and assist i correction
			be aware of of amateur r
		recognize hazards associated with slippery floors, bathtubs, rugs, dark stairways, and exercise caution	
D. Safety in the Community	identify fire alarm box and know that small children should leave it alone	know location of nearest fire alarm box and know how to activate it	
			recognize an hazards such wires, odor etc.
	recognize and understand "exit" signs in public buildings	recognize and obey posted signs such as— danger, exit, private, no swimming, do not enter, keep out, high voltage	→ no smoking
	never go swimming alone		

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
recognize potential hazards and report to parents	report hazards to parents and assist in their correction be aware of the danger of amateur repairs	recognize and correct simple safety hazards; report others to parents and assist in their correction
recognize hazards associated with slippery floors, bathtubs, rugs, dark stairways, and exercise caution		
know location of nearest fire alarm box and know how to activate it		
	recognize and report safety hazards such as fallen wires, odor of gas, fires, etc.	
recognize and obey posted signs such as-- danger, exit, private, no swimming, do not enter, keep out, high voltage	→ no smoking	be aware of and observe safety rules in any public building or area

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Cont as fol
D. Safety in the Community (continued)	swim only in supervised area		avoi to sho sal
		do not stay in the water too long without rest	
		stay out of the water immediately after eating	
	refrain from throwing objects into water where there are swimmers		
	stay away from construction sites		
			sho par are
E. First Aid	obtain help from an adult in case of emergency	know sources of help and obtain in case of emergency	kno for fi pr di

evel	Intermediate Level	Junior High Level	Senior High Level
following erstand- ing:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
supervised		confine water activities to supervised areas; obey posted signs and safety rules	practice safety in and about water areas
	do not stay in the water too long without rest		never dive into strange or shallow water
	stay out of the water immediately after eating		
throwing water where swimmers			
construc-			practice safety in and about industrial areas; stay away from construction areas
		obey posted signs in parks and recreation areas	know how to build and put out picnic fire in recreation areas
ren as of	know sources of help and obtain in case of emergency	know emergency treatment for-- fainting, bleeding, poison, shock, drowning, choking	understand the purpose of first aid as emergency care prior to professional help

XI--SAFETY IN DAILY LIVING

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previ as needed and a following:
6. First Aid (continued)			understand tha better to do no while awaiting to do the wron
	do not take things from a medicine cabinet	never swallow pills or liquid medicine without the direction and supervision of an adult	identify simpl hold medicines take medicine o directed by an
7. Vocabulary	respond positively to safety commands-- "no," "wait," "stop," "come back"		recognize and u a variety of s symbols

	Intermediate Level	Junior High Level	Senior High Level
	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
		understand that it is better to do nothing while awaiting help than to do the wrong thing	render first aid in common emergencies--cuts, bleeding, wounds, shock, poison, burns, fractures, fainting
e	never swallow pills or liquid medicine without the direction and supervision of an adult	identify simple household medicines take medicine only as directed by an adult	equip a medicine cabinet handle and administer simple household medicine such as aspirin and cough syrup administer artificial respiration
		recognize and understand a variety of safety symbols	observe safety signs and symbols

III. UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND REL

Progress toward self-realization is dependent in part upon the individual's ability to understand himself and to acquire a feeling of personal worth. The educable mentally retarded pupil must be encouraged to recognize and accept his assets and limitations—both physical and mental. An atmosphere must be maintained in the classroom which promotes success in academic as well as social endeavor in order that the individual will gain in self-confidence and be encouraged to make optimum use of his abilities.

It is important that the educable mentally retarded pupil develop a sense of identification as an individual and as a contributing member of his family and peer group. An

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do things for him
self-help skills;
his actions; to d
decisions concern

It is also importa
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adjust to and li

NDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS

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tally retarded pupil
an individual and as
ed peer group. An

awareness and acceptance of his cultural heritage will contribute to a more satisfactory self-image. Also, a feeling of independence should be promoted through the acquisition of the ability to manage one's personal affairs. The pupil should be encouraged to do things for himself and to persist in the development of all self-help skills; to accept responsibility for his belongings and his actions; to develop the ability to solve problems and make decisions concerning his activities.

It is also important that retarded pupils gain familiarity with their ever-expanding physical environment so that they may better adjust to and live comfortably in the changing physical setting.

3D--UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS

	Primary Level	Intermediate Level	Junior Hig
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previ as needed and following:
A. Self-Understanding			
1. Me, as a Person	know own first and last name, age, address, and telephone number	write own first and last name, birthday (month, day, year), address, and telephone number	fill out and identificatio
	begin to behave appropriately; adopt appropriate sex role in imitative play	develop interests and behavior consistent with age and sex	understand th in the opposit normal
	begin to be aware of own gross physical characteristics	begin to be aware of own fine physical characteristics	be aware of o al characteri height, weig strength, co rous
	begin to accept physical assets and limitations	accept and begin to understand physical self	
		begin to realize that one will change physically	understand an one's changin
	recognize and begin to accept physical handicaps and assets	begin to understand one's physical handicaps and assets	understand an limitations i physical handi capitalize on assets

MANAGING PERSONAL AFFAIRS

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
write own first and last name, birthday (month, day, year), address, and telephone number	fill out and carry identification cards	understand reasons for carrying personal identification and keeping it current
develop interests and behavior consistent with age and sex	understand that interest in the opposite sex is normal	understand and accept one's sex role
begin to be aware of own fine physical characteristics	be aware of such physical characteristics as-- height, weight, strength, sex, race	
accept and begin to understand physical self		understand and accept physical self
begin to realize that one will change physically	understand and accept one's changing body	
begin to understand one's physical handicaps and assets	understand and accept limitations imposed by physical handicaps and capitalize on physical assets	understand and accept physical handicaps and compensate in an appropriate manner

UNDERSTANDING ONESELF, CO

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Con as fol
A. Self-Understanding (continued)	practice routines connected with physical handicaps, such as wearing glasses or braces if prescribed	assume responsibility connected with physical disability such as wearing glasses, braces, etc.	
		recognize that individuals differ in appearance	
	begin to accept mental assets and limitations	begin to understand mental assets and limitations	Und sta of lim
	recognize what one can do independently and what he needs help with	accept the fact that he is in a slow-learning class	rea gro abi
	recognize that there are individual differences among the members of his class	recognize that he can do many things others do in regular classes	
	set realistic short-term goals		set rea
	initiate and carry through simple tasks	begin to move toward goals consistent with own ability	beg pri lon
		work to achieve short-term goals such as becoming room helper, traffic boy, etc.	

evel	Intermediate Level	Junior High Level	Senior High Level
following erstand- lls:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
ities con- ysical as wear- braces	assume responsibility connected with physical disability such as wearing glasses, braces, etc.		
	recognize that individuals differ in appearance		
t mental itations	begin to understand mental assets and limitations	increase one's understanding and acceptance of own mental assets and limitations	understand and accept mental assets and limitations
one can lly and help with	accept the fact that he is in a slow-learning class	realize that school program is suited to his abilities	
there are fferences ers of his	recognize that he can do many things others do in regular classes		recognize that he can accomplish much that others can (or cannot) do
short-term		set and work toward realistic goals	understand, establish, and work toward realistic goals
rry tasks	begin to move toward goals consistent with own ability	begin to develop appropriate vocational interests	understand that jobs are not equally suitable for all people
	work to achieve short-term goals such as becoming room helper, traffic boy, etc.		adjust vocational aims to one's handicaps as well as one's assets

[illegible]--UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS

	Primary Level	Intermediate Level	Junior High Le
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previou as needed and ad following:
A. Self-Understanding (continued)	begin to develop positive feelings about self--	begin to demonstrate positive feelings of self-respect--	demonstrate posi feelings of self- through behavior attitudes--
	take pride in accomplishment	take pride in assuming responsibility	see self as in of worth; begi realize abilit
		take pride in things one can do well	take pride in personal respo ties in school, groups
	begin to adjust to failure or disappointment	demonstrate a positive attitude in situations involving failure or disappointment	learn that every mistakes and th takes are useful further learning
	continue to try after disappointment or failure	try new tasks without fear	approach new tas situations with of adventure
	begin to recognize and accept one's cultural heritage	understand and take pride in one's cultural heritage	begin to underst personality--str weak points
	begin to express feelings and reactions in accepted ways	begin to have some understanding of one's feelings	develop some abi understanding an ing one's feelin
			begin to underst emotions are nor

MANAGING PERSONAL AFFAIRS

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
begin to demonstrate positive feelings of self-respect--	demonstrate positive feelings of self-respect through behavior and attitudes--	practice self-respect--
take pride in assuming responsibility	see self as individual of worth; begin to realize abilities	appraise self realistically
take pride in things one can do well	take pride in assuming personal responsibilities in school, home, groups	recognize own areas of competence
		acquire a feeling of inner satisfaction for work well done
demonstrate a positive attitude in situations involving failure or disappointment	learn that everyone makes mistakes and that mistakes are useful to further learning	
try new tasks without fear	approach new tasks and situations with a sense of adventure	
understand and take pride in one's cultural heritage	begin to understand one's personality--strong and weak points	
begin to have some understanding of one's feelings	develop some skill in understanding and handling one's feelings	express feelings in socially acceptable ways
	begin to understand that emotions are normal	understand that strong emotions are normal under certain circumstances

[illegible]

	Primary Level	Intermediate Level	Ju
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Conti as ne follo
A. Self-Understanding (continued)	show respect for parents, teachers, and others in authority	——>	under respe autho
	accept teasing with good humor	use self-control over fears and hostilities	tole and act
	direct anger into acceptable outlets		
		know that it is important to be happy and pleasant	
		realize that talking to someone helps relieve unhappy feelings	acce to unpl reli
B. Me and Things	identify things which belong to oneself-- toys, pets, books, clothing, records	develop ownership responsibility toward-- personal possessions pets	
	develop and be aware of preferences for-- games, songs, colors, food, television/radio programs	develop preferences for-- sports hobbies	devel for-- rec sub mus

vel	Intermediate Level	Junior High Level	Senior High Level
following rstand- s:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
r parents, others in	→	understand reasons for respect shown to authority figures	→
g with take tlets	use self-control over fears and hostilities	tolerate situations and people one does not find enjoyable	exercise patience and understanding toward people and circumstances which are not always satisfying
	know that it is important to be happy and pleasant		
	realize that talking to someone helps relieve unhappy feelings	cooperate with counselor to understand and correct unpleasant situations or relationships	recognize need for, seek and accept guidance in solving unpleasant situations
which elf-- ing,	develop ownership responsibility toward-- personal possessions pets		
ure for-- , , radio	develop preferences for-- sports hobbies	develop preferences for-- recreational activities school subjects music	develop preferences for-- work-type activities

B.--UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS

	Primary Level	Intermediate Level	Junior Hig
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue prev as needed and following:
2. Self-Understanding (continued)	be familiar with-- room rules room duties	understand and gain in ability to adjust to school rules	⟶
3. Me and Others	identify self as a member of a family--	⟶	⟶
	know names of siblings	know parents' names	know names other famil
	begin to recognize one's role as a dependent member		recognize one' contributing interacting w persons and g
	begin to recognize one's responsibility as a member of a family	begin to assume responsibility as a member of a family in care of personal belongings, grooming, and assigned chores	assume respons assigned chor grooming, per belongings
	develop a positive relationship toward peers, teachers, principal, custodian, school nurse, school patrol, cafeteria workers, auxiliary personnel (speech teacher, counselor, etc.), and librarian	maintain a positive relationship toward friends in other grades	

MANAGING PERSONAL AFFAIRS

	Intermediate Level	Junior High Level	Senior High Level
y	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	understand and gain in ability to adjust to school rules	→	→ begin to adjust to work-situation rules (work-study program)
	→	→	
	knows parents' names	knows names of various other family members	
's		recognize one's role as a contributing family member interacting with other persons and groups	
's	begin to assume responsibility as a member of a family in care of personal belongings, grooming, and assigned chores	assume responsibility for assigned chores, personal grooming, personal belongings	assume responsibility for assigned chores, recreation, and daily routine assist in home maintenance, household management, child care and training, and personal health care
e- t, ls - s	maintain a positive relationship toward friends in other grades		→ employer supervisor fellow employees

UNDERSTANDING ONESELF, ON

	Primary Level	Intermediate Level	J
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Conti as n foll
B. Managing Personal Affairs		At Home	
	learn to dress and undress self-- proper order of clothes button and unbutton handle zippers, hooks, etc. know left shoe from right tie shoestrings	dress and undress self-- select clothing appropriate for occasion	assu sele dema e.g. zipp arra
	hang clothes on hangers	put away own clothing	remov put
	shine shoes with supervision	shine shoes with little supervision	
	learn to care for self with some supervision and help-- proper toileting habits wash hands and face bathe clean own fingernails and toenails comb and brush hair brush teeth and learn correct method of doing so	care for self without supervision	assu pers rela

Level	Intermediate Level	Junior High Level	Senior High Level
following nderstand- ills:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	At Home		
s and - r of	dress and undress self-- select clothing appropriate for occasion	assume initiative in selection and proper donning of clothing; e.g., shirttails in, zippers fastened, ties arranged	practice good grooming and related health habits, and appreciate their relationship to self-respect
ubution ers, books,			
hes from			
ings			
on hangers	put away own clothing	remove clothing and put away properly	
ith super-	shine shoes with little supervision		
for self ervision	care for self without supervision	assume initiative in personal grooming and related health habits care for self during menstrual period take a shower shampoo and set hair	——→ shave self regularly
leting habits and face			
fingernails ils rush hair and learn ethod of			

36--UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previ as needed and following:
B. Managing Personal Affairs (continued)	begin to care for personal belongings-- put clothes in proper place after removing put toys away when finished playing with them	begin to assume responsibility for care of personal belongings-- put clothing in proper places; e.g., on hangers, in drawers folded, soiled clothes in laundry hamper	assist in mai clothing-- laundry, cle pressing brushing mending assume responsi for keeping al belongings in place when not
	learn correct table manners-- proper use of utensils eat neatly use napkin wait until everyone is served use polite phrases such as "please," "thank you," "no thank you" ask for food to be passed take things one at a time instead of grabbing	practice correct table manners	begin to under good table mann reflect one's respect as well for others

MANAGING PERSONAL AFFAIRS

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
begin to assume responsibility for care of personal belongings-- put clothing in proper places; e.g., on hangers, in drawers folded, soiled clothes in laundry hamper	assist in maintenance of clothing-- laundry, cleaning pressing brushing mending assume responsibility for keeping all personal belongings in proper place when not in use	arrange clothing properly to keep it neat keep clothing in good repair use coin-operated laundry and dry cleaner use commercial dry-cleaning establishment have some knowledge of different kinds of materials and their care-- cotton, wool, silk, nylon, orlon, rayon, plastic, leather
practice correct table manners	begin to understand that good table manners reflect one's own self-respect as well as respect for others	

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UNDERSTANDING ONESELF,

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
B. Managing Personal Affairs (continued)	associate a time of day with a daily activity	develop concept of the value of time
		In School
	know location and number of classroom, desk	know one's way around school and neighborhood
	know location of-- restrooms office nurse's room cafeteria library auditorium	
	know teacher's name	know names of various school personnel-- principal secretary nurse librarian other teachers

Level	Intermediate Level	Junior High Level	Senior High Level
following nderstand- ills:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
ime of day activity	develop concept of the value of time	budget time for daily routines-- study leisure work	
	At School		
and number , desk of-- m	know one's way around school and neighborhood	know location of-- other classrooms auditorium gym shop homemaking know location of locker and how to operate combination lock	know location of-- all assigned classrooms locker special activity rooms restrooms offices total school facility
's name	know names of various school personnel-- principal secretary nurse librarian other teachers	know the name of the-- vice-principal counselor custodian	know names of various members of school staff-- teachers counselors principal vice-principal nurse secretary librarian custodian

3B—UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previ as needed and a following:
3. Managing Personal Affairs (continued)	bring lunch/milk money to school without losing it	be responsible for lunch money and bus tickets	assume responsi for bringing ne materials such gym clothes books and sup lunch or lun homework
	follow proper procedure for buying lunch in the cafeteria or for eating own bag lunch		follow proper for using snack cafeteria
	hang up outer clothing in proper place		store gym cloth locker so as to neatness
	put on and remove rain gear		take gym clothe regularly to b
	learn classroom procedures and carry on activities independently	begin to assume responsibility for arriving at school on time	know class sche
			be regular and in attendance a class
			assume responsi noting assignme presenting home time

MANAGING PERSONAL AFFAIRS

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
be responsible for lunch money and bus tickets	assume responsibility for bringing needed materials such as-- gym clothes books and supplies lunch or lunch money homework	
	follow proper procedure for using snack bar and cafeteria	
	store gym clothes in locker so as to maintain neatness	
	take gym clothes home regularly to be laundered	
begin to assume responsibility for arriving at school on time	know class schedule	
	be regular and punctual in attendance at each class	
	assume responsibility for noting assignments and presenting homework on time	

UNDERSTANDING ONESELF,

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
B. Managing Personal Affairs (continued)	know school procedure for-- entering and leaving building bringing excuse for absences know proper entrance and exit be aware of and begin to follow playground rules know meaning of bells	observe rules for entering and leaving the building bring excuse from home following absence follow playground rules
	know where equipment and supplies are kept-- balls jump ropes books papers	
	behave appropriately in the library and treat books with care	check out appropriate library books with some assistance and assume responsibility for returning books in good condition, on time
	know where to go for lost articles	

vel	Intermediate Level	Junior High Level	Senior High Level
following erstand- ng:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
ocedure leaving	observe rules for entering and leaving the building	learn and observe rules of new school and code of conduct	
ses for	bring excuse from home following absence		
ntrance			
nd begin playground	follow playground rules		
of bells			
ipment and pt--		know where to find tools and supplies, audio-visual, athletic, and other equipment	
iately and treat s	check out appropriate library books with some assistance and assume responsibility for returning books in good condition, on time	locate and check out library books; return them on time, in good condition	
e for		inquire at lost-and-found for lost articles	

II--UNDERSTANDING ONESELF, SOCIAL DEVELOPMENT, AND MANAGING PERSONAL AFFAIRS

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previ as needed and following:
B. Managing Personal Affairs (continued)		In the Community	
	know location of-- home school neighborhood store	move about immediate neighborhood without difficulty-- stores post office	use public bu pendently; bec familiar with t schedules
	travel to and from school or store independently		learn the prov of other facil such as-- public phone library police stati church parks playgrounds other recrea facilitie
C. Understanding the Environment		Living Things	
	be aware of the extent of the community of living things-- people plants animals	see section I. HEALTH IN DAILY LIVING	see section I. DAILY LIVING
	be aware that people, animals, and plants have physical needs-- rest, air, water, food, shelter, elimination	→ reproduction to perpetuate the species	understand th depends upon s of physical ne

MANAGING PERSONAL AFFAIRS

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
In the Community		
move about immediate neighborhood without difficulty-- stores post office	use public buses independently; become familiar with bus schedules learn the proper use of other facilities such as-- public phones library police station church parks playgrounds other recreational facilities	know and be able to use public agency services when necessary, including transportation
[illegible]		
see section I. HEALTH IN DAILY LIVING	see section I. HEALTH IN DAILY LIVING	see section I. HEALTH IN DAILY LIVING
——→	understand that survival depends upon satisfaction of physical needs	
reproduction to perpetuate the species		

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
C. Understanding the Environment (continued)	identify, in relation to people and other animals-- parts of body senses	understand function of various gross body parts and senses
	identify animals in relation to categories-- pets, work, domestic, zoo, water, insects, birds, fish, reptiles	relate animals to type of habitat, reproduction, and care of young
		be aware of contribution of domestic animals-- companionship work guardianship food clothing
		be aware of contribution of wild animals-- food clothing
		understand the necessity for and some ways of conserving domestic and wild animals-- feeding protection

evel	Intermediate Level	Junior High Level	Senior High Level
following erstand- ls:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
elation to er ani- y	understand function of various gross body parts and senses	understand function and conservation of most parts of body and the senses	
ls in tegories-- , ts,	relate animals to type of habitat, reproduction, and care of young		
	be aware of contribution of domestic animals-- companionship work guardianship food clothing	→ pleasure by-products processed goods	understand the relationship between animals and the survival and well-being of mankind
	be aware of contribution of wild animals-- food clothing	→ by-products processed goods	
	understand the necessity for and some ways of conserving domestic and wild animals-- feeding protection	→ laws	

AE--UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previ as needed and a following:
C. Understanding the Environment (continued)	identify categories of plants-- trees flowers shrubs fruits and vegetables grains	make simple classification of plants according to categories previously learned; e.g., trees-- shade evergreen fruit	identify and cl sub-categories e.g., trees-- evergreen-- redwood pine fir fruit-- apple orange lemon
	identify parts of plants-- leaves, roots, stems, blossoms, seeds	→	→
	be aware of some of the growth needs of plants-- soil, air, water, sun	→ reproduction cultivation	→
	be aware of some of the benefits derived from plants-- food clothing shelter decoration	→	→ by-products
	be aware of the need to take care of all kinds of plants	begin to understand how to take care of many kinds of plants	be aware of an laws governing servation of f wild flowers

MANAGING PERSONAL AFFAIRS

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
make simple classification of plants according to categories previously learned; e.g., trees-- shade evergreen fruit	identify and classify some sub-categories of plants; e.g., trees-- evergreen-- redwood pine fir fruit-- apple orange lemon	have some understanding of the basic concept of evolution
→	→	plant nursery education-- cultivation care
→	→	
reproduction cultivation		
→	→	
	by-products	
begin to understand how to take care of many kinds of plants	be aware of and observe laws governing the conservation of forests and wild flowers	understand the relationship between plants and the survival and well-being of mankind

UNDERSTANDING ONESELF, OT

	Primary Level	Intermediate Level	J
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Conti as n foll
C. Understanding the Environment (continued)		Weather and Seasons	
	understand there are four seasons in the year-- spring summer fall winter	know some of the characteristics of the seasons-- spring summer fall winter	unde rela sp su fa wi
	identify weather conditions-- fog, ice, snow, rain, wind, clouds, lightening, thunder, rainbow	———→ frost hail mist storm	—— hu dr
	understand that weather affects the way we dress and the way we play	be aware of effect of weather on manner of-- dress recreation work travel	—— gr he fo
	know that a thermometer is an instrument used to measure temperature	approximate reading of thermometer	adju dres pers fore

Level	Intermediate Level	Junior High Level	Senior High Level
following nderstand- ills:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	Weather and seasons		
here are four he year--	know some of the characteristics of the seasons-- spring summer fall winter	understand some of the relationships between-- spring summer fall winter	understand the relationship between weather and the way people live-- frigid areas temperate areas tropical (rainy) areas desert (dry) areas mountainous areas
ther , ds, , thunder,	→ frost hail mist storm	→ humidity drought	
hat weather way to dress o play	be aware of effect of weather on manner of-- dress recreation work travel	→ growth health food supply	→ driving type of shelter economy
thermometer ment used to rature	approximate reading of thermometer	adjust activities and dress on basis of temperature and weather forecasts	

II.--UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS

	Primary Level	Intermediate Level	Junior High Le
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previou as needed and ad following:
C. Understanding the Environment (continued)	know that "weather forecasts" tell us ahead of time what kind of weather to expect-- hot, cold, fog, rain, ice, snow, wind, storms	——→ frost tornado	——→ flood hurricane
		Earth and Space Neighbors	
	understand that earth is-- like a ball very large very old composed of land and water	understand that the earth is a sphere-- size age composition-- land, water, minerals	understand that a planet-- size (miles) age (years) composition-- land, water, minerals, atmosphere
		understand need for conservation of-- soil water minerals	have some concep other characteri movement gravity magnetic force conservation-- soil, water, minerals, atmosphere

ND MANAGING PERSONAL AFFAIRS

	Intermediate Level	Junior High Level	Senior High Level
ng -	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
re- of ther	⟶ frost tornado	⟶ flood hurricane	understand the results of rapid and drastic changes in weather such as-- illness crop damage property damage loss of life disruption of industry
	Earth and Space Relationships		
. ds	understand that the earth is a sphere-- size age composition-- land, water, minerals	understand that earth is a planet-- size (miles) age (years) composition-- land, water, minerals, atmosphere	
	understand need for conservation of-- soil water minerals	have some concept of other characteristics-- movement gravity magnetic force conservation-- soil, water, minerals, atmosphere	have some knowledge of the earth's constant change through-- erosion by wind and water melting of glaciers earthquakes, etc.

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Con as fol
C. Understanding the Environment (continued)	be aware of and identify space neighbors of earth-- sun moon stars	→ planets	be
	begin to understand the effect of the sun on the earth-- day, night, light, heat	begin to understand relationships between the sun and-- east, west seasons	→
	begin to understand the effect of the moon on the earth-- light	→ tides	un ext be ed
		Machines, Energy, and Force	
	identify various simple hand tools-- toys household	understand the function of various hand tools-- simple work household crafts	
	be able to use-- hammer screwdriver pliers	→ saw vise	in tri beg of

Level	Intermediate Level	Junior High Level	Senior High Level
following understand- ills:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
nd iden- ighbors	——→	be aware of the universe	have some understanding of characteristics of the universe
	planets		
rstand the sun on	begin to understand relationships between the sun and-- east, west seasons	——→ annual seasonal changes changes in time of sunrise and sunset	
rstand the moon on	——→	understand reason for apparent change in shape of moon	
	tides	be aware of change in time of moonrise and moonset	
	Machines, Energy, and Force		
ous simple	understand the function of various hand tools-- simple work household crafts		see section VI. FAMILY LIVING
s--	——→ saw vise	in special class and industrial education activities, begin to use a wider variety of tools-- drill, square, clamps, rasp, etc.	

IV--UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previ as needed and a following:
C. Understanding the Environment (continued)	be aware of motor-driven-- common household tools common transportation common communication	understand the function of motor driven-- household appliances transportation machines communication equipment work tools and begin to obtain experience in manipulating them	increase experi the operation o driven machine
	be aware of some sources of energy and force-- sun--heat wind--moves clouds, boats, kites, seeds, etc. fire--heat water--waterwheel muscle	begin to understand value of some sources of energy-- sun sound heat and light steam and power muscle oil gas coal	→ magnets chemicals atomic radia
	be aware of uses-- work transportation communication recreation preservation of life	understand the functions-- work transportation communication recreation preservation of life	understand nee conservation-- work transportati communicatio recreation preservation

ANAGING PERSONAL AFFAIRS

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
understand the function of motor driven-- household appliances transportation machines communication equipment work tools and begin to obtain experience in manipulating them	increase experience in the operation of motor-driven machines	
begin to understand value of some sources of energy-- sun sound heat and light steam and power muscle oil gas coal	——> magnets chemicals atomic radiation	
understand the functions-- work transportation communication recreation preservation of life	understand need for conservation-- work transportation communication recreation preservation of life	

IV. GETTING ALONG WITH AND COMMUNICATING WIT

Ultimate assimilation into society, which permits effective utilization of the individual's knowledge and skills, depends upon his ability to get along with others. The educable mentally retarded pupil, therefore, must be aided in acquiring an understanding of what constitutes acceptable behavior, consequences of his behavior, and the habits, attitudes, and skills essential to obtain and maintain the understanding and respect of others.

Activities to develop these competencies must be provided throughout the entire curriculum. This will involve the development of such social skills as respecting authority and the rights of others; postponing selfish desires; cooperation, courtesy, a pleasant attitude at play and at work; good grooming; table manners; introductions, appropriate responses in social situations; appropriate behavior toward the opposite sex; following directions, accepting constructive criticism; taking part in conversation; and expressing oneself through music or other art forms.

In order for these pupils to develop self-confidence and improve their effectiveness in social interaction, they must experience some success in social activities from their earliest years and must be motivated and guided to expand their activities and interests.

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IV. GETTING ALONG WITH AND COMMUNICATING WITH OTHERS

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Social competency is enhanced by satisfactory social experiences with peers and other students and with adults in the school and community. Retarded pupils will benefit most from exposure to and practice in the many forms of social expression which arise in real-life experiences; however, role-playing and discussions are also beneficial when directed toward problem solving. If a problem or situation is discussed or analyzed in this way before it arises, the pupils are better able to cope with it when it does occur.

Underlying all of these habits, attitudes, skills, and understandings which aid the educable mentally retarded individual in getting along with others is the ability to communicate. These students need to develop the ability to engage in conversation and to express their ideas in an effective way. Continuous effort must be made to develop their vocabulary and their ability to listen for meaning.

All of the language arts--listening, speaking, reading, and writing--are essential for communication and for acquiring and integrating knowledge. The development of these skills cannot be left to incidental learning but must be developed through a carefully planned instructional program. Language arts development should be set aside as a separate instructional activity and should also be integrated in all of the subject matter areas at all levels.

16--GETTING ALONG WITH AND COMMUNICATING WITH OTHERS

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previ as needed and a following:
A. Aspects of Acceptable Behavior		At Home	
	obey parents and adults	respect parents and adults	
	begin to attach importance to what others think about oneself	want others to respect and like him	understand the behavior that liked or dislik
	learn to share		observe courte others through helping, and se
	learn to help others		
	begin to develop self-control	exercise self-control in some situations	exercise self- display of emot anger, love, humor, moods
	communicate reasons for various feelings and behavior		
	respond appropriately to parents and siblings		
	begin to be considerate of others	begin to be concerned about other members of the family	
	begin to respect the rights and property of others	understand and respect simple rules	work and play for individual groups

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
At Home		
respect parents and adults		
want others to respect and like him	understand the kinds of behavior that make people liked or disliked	strive to earn the respect and affection of others
	observe courtesy toward others through sharing, helping, and serving	show courtesy and consideration for others
		assume responsibility; cooperate with others
exercise self-control in some situations	exercise self-control in display of emotion-- anger, love, humor, moods	
begin to be concerned about other members of the family		recognize the place of others in the home
understand and respect simple rules	work and play by rules for individuals and for groups	

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
A. Aspects of Acceptable Behavior (continued)	begin to take care of and return borrowed things	take care of and return borrowed items
	begin to use simple expressions of courtesy	use simple expressions of courtesy
	avoid using physical force against others	avoid fighting
		begin to assume responsibility for own actions
		take pride in being honest and truthful
		At school
	obey teacher and other adults	respect teacher and other adults
	obey rules and regulations	begin to understand that authority exists for the protection and welfare of everyone
	begin to work and play with others-- permit others to take turns share materials help others	begin to understand how to work and play in a group-- take turns share attention and possessions with others volunteer and accept help

evel	Intermediate Level	Junior High Level	Senior High Level
following erstand- lls:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
care of and d things	take care of and return borrowed items		
imple courtesy	use simple expressions of courtesy	be courteous and considerate	be gracious and poised
ysical others	avoid fighting	begin to resolve difficulties pleasantly	attempt to maintain pleasant relationships
	begin to assume responsibility for own actions		show responsibility for his actions
	take pride in being honest and truthful	understand the value of a good reputation	pride oneself on being a loyal and respectable citizen

At School

nd other	respect teacher and other adults	show respect for those in authority	appreciate the need to show courtesy and respect for others
	begin to understand that authority exists for the protection and welfare of everyone	understand that rules and authority exist for the protection and welfare of everyone	appreciate the need for authority
and rs-- s to take als	begin to understand how to work and play in a group-- take turns share attention and possessions with others volunteer and accept help	understand and accept various group roles	appreciate that one must have certain qualifications to assume various group roles

50—GETTING ALONG WITH AND COMMUNICATING WITH OTHERS

	Primary Level	Intermediate Level	Junior Hig
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previ as needed and following:
A. Aspects of Acceptable Behavior (continued)	begin to develop self-control	exercise self-control in some situations	express feelin socially accep
	begin to develop a sense of right and wrong		understand th responsible f actions
	function as a leader or follower in simple group activities	form and join groups and clubs	associate clo a peer group
			join school cl participate i sports
	begin to be aware of the feelings of others	begin to accept the rights of others to look, act, and think differently	be concerned desires and w others
		begin to accept different nationalities and races	recognize and differences a larities in f backgrounds
		begin to be tolerant of the beliefs and ideas of others	
	avoid ridiculing others	begin to be tolerant of handicaps and limitations of others	

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
exercise self-control in some situations	express feelings in socially acceptable ways	accept responsibility for one's actions
	understand that one is responsible for his actions	be aware of the consequences of one's actions
form and join groups and clubs	associate closely with a peer group	function as a group leader or follower
	join school clubs, participate in organized sports	participate in group projects and activities
begin to accept the rights of others to look, act, and think differently	be concerned for the desires and welfare of others	accept and appreciate the rights and contributions of of others
begin to accept different nationalities and races	recognize and respect differences and similarities in family backgrounds	compliment others on their efforts, achievements, and contributions
begin to be tolerant of the beliefs and ideas of others		
begin to be tolerant of handicaps and limitations of others		

	Primary Level	Intermediate Level	Ju
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Conti as ne follo
A. Aspects of Acceptable Behavior (continued)	attempt to be friendly	seek friendships; begin to understand concepts of loyalty, dependability, and trust	main striv depen worth
		In the Community	
	play with children in the immediate neighborhood	join in recreational activities at different school sites provided by-- Department of Recreation Boys' Club Scouts, etc.	begi with jo pu si as al ch
			be c betw uals diff and
	begin to respect the rights and property of neighbors	show respect for the rights and property of others	show righ other
	begin to understand that everyone should know and obey the laws of the community	begin to understand that laws are enacted to protect the rights and welfare of everyone	unde exis prot

vel	Intermediate Level	Junior High Level	Senior High Level
following rstand- ls:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
friendly	seek friendships; begin to understand concepts of loyalty, dependability, and trust	maintain friendships; strive to be loyal, dependable, and trustworthy	value friendships realize the importance of being loyal, dependable, and trustworthy
	In the Community		
dren in neighbor-	join in recreational activities at different school sites provided by-- Department of Recreation Boys' Club Scouts, etc.	begin to identify self with community groups-- join community clubs participate in community activities such as Junior Red Cross and clean-up campaigns, church group activities be aware of some contributions made by individuals and groups of different nationalities and races	participate in group and community projects and activities understand the value of teamwork
t the erty	show respect for the rights and property of others	show concern for the rights and property of others	help protect the rights and property of others
tand that know and f the	begin to understand that laws are enacted to protect the rights and welfare of everyone	understand that laws exist for everyone's protection	appreciate the need for laws and obey them

52--GETTING ALONG WITH AND COMMUNICATING WITH OTHERS

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previ as needed and a following:
A. Aspects of Acceptable Behavior (continued)	speak to neighbors, storekeepers, postman, policeman	greet friends and acquaintances with courtesy and respect	be courteous an ful when makin or inquiries
		General Principles	
	begin to understand--	begin to understand--	begin to underst
	we may be liked or disliked because of the way we behave acceptable behavior is important to one's happiness and well-being	kinds of behavior that make people liked or disliked what one can do to improve his behavior	the kind of b that makes li easier and mo pleasant some of the r people behave do the significa one's behavio importance o physical and health in the ment of good
		begin to understand what makes "a good friend"-- be helpful be interested in the other person be dependable share interests	understand what friend"-- be courteous, be patient, c have a sense exercise self appreciate ot and points o

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
greet friends and acquaintances with courtesy and respect	be courteous and respectful when making purchases or inquiries	be pleasant and considerate toward others although they may be strangers
General Principles		
begin to understand-- kinds of behavior that make people liked or disliked what one can do to improve his behavior	begin to understand-- the kind of behavior that makes living easier and more pleasant some of the reasons people behave as they do the significance of one's behavior importance of good physical and mental health in the development of good behavior	realize relationship between acceptable behavior and one's success in friendships, job associations, and social situations
begin to understand what makes "a good friend"-- be helpful be interested in the other person be dependable share interests	understand what makes "a good friend"-- be courteous, considerate be patient, dependable have a sense of humor exercise self-control appreciate others' assets and points of view	

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
A. Aspects of Acceptable Behavior (continued)		
B. Aspects of Communicating with Others	understand how we communicate by-- looking, listening, talking, signals, reading, writing	understand why we need to communicate-- to exchange thoughts to share ideas to give information to receive information to send news to receive news to express feelings for pleasure for health and safety
		Listening and Speaking
	attend and listen to sounds in the environment	attend and remain quiet

evel	Intermediate Level	Junior High Level	Senior High Level
following erstand- ls:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
		understand where one can find a good friend-- school church recreation center work	
		understand how to go about getting acquainted-- through daily contact natural acquaintance social contact	
y we commu- tening, eaks, iting	understand why we need to communicate-- to exchange thoughts to share ideas to give information to receive information to send news to receive news to express feelings for pleasure for health and safety	→ recognize that communication has many forms-- news stories advertising weather reports entertainment textbooks	→ make use of many types of communication in daily living
	Listening and Speaking		
ten to environment	attend and remain quiet	use discretion in determining when to attend and when to remain quiet	listen selectively, "shutting out" background noises that tend to interfere

II.--GETTING ALONG WITH AND COMMUNICATING WITH OTHERS

	Primary level	Intermediate level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pre as needed an following:
B. Aspects of Communicating with Others (continued)	discriminate between sounds as to-- tempo--fast, slow pitch--high, low volume--loud, soft pleasant, unpleasant	begin to develop oral and aural discrimination between-- sounds for letters combinations of letters word endings prefixes	develop a fi for-- sounds for combinatio word endin prefixes complete th
	recognize and respond to sounds and signals associated with-- time danger alarm	increase ability to listen for meaning	
	attend, listen to, and follow verbal directions	recall and follow verbal instructions previously given	
	listen and respond to musical rhythm by clapping, marching, swaying, or other body movement, or by use of rhythm instruments	respond creatively to variety of rhythms	⟶
	listen to and repeat simple rhymes and songs	listen to and repeat simple stories	listen to te trends, and explanations complex class material

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
begin to develop oral and aural discrimination between-- sounds for letters combinations of letters word endings prefixes	develop a finer awareness for-- sounds for letters combinations of letters word endings prefixes complete thoughts	develop ability to follow more complex meanings and information conveyed in explanations; e.g., classroom, on the job, etc.
increase ability to listen for meaning		develop ability to follow more complex meanings and information conveyed in explanations; e.g., classroom, on the job, etc.
recall and follow verbal instructions previously given		——→ in speeches-- classroom assembly television/radio
respond creatively to variety of rhythms	——→	——→
listen to and repeat simple stories	listen to tapes, sound tracks, and teacher explanations of more complex classroom material	

St

	Primary level	Intermediate level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Con as fol
D. Aspects of Communicating with Others (continued)	listen to obtain general information	attend and listen to teacher explanations and material presented by tape recorder and sound track	
	improve mechanics of articulation	begin to learn and use rules of grammar	est of
	begin to express ideas in clear and understandable speech	select and group words so as to express an idea more clearly	exp
		formulate good questions when seeking information or clarification	——
	participate in discussions (classroom, playground, home)	make simple presentations effectively before small group (family, peers)-- stories news reports	spe a v
	begin to observe simple social courtesies when listening and speaking	use common social courtesies when listening and speaking	——

GETTING ALONG WITH AND COMMUNICATING WITH OTHERS— II

...vel	Intermediate Level	Junior High Level	Senior High Level
...following ...understand- ...ings	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
...in general	attend and listen to teacher explanations and material presented by tape recorder and sound track		
...tion of	begin to learn and use rules of grammar	extend knowledge and use of grammar rules	use grammatically appropriate speech
...ss ideas ...understand-	select and group words so as to express an idea more clearly	express ideas accurately	express ideas in more adult way
	formulate good questions when seeking information or clarification	→	→
...discus- ...ons, play-	make simple presentations effectively before small group (family, peers)— stories news reports	speak before a group in a variety of situations	→
...ve simple ...ies when ...speaking	use common social amenities when listening and speaking	→	→

II--GETTING ALONG WITH AND COMMUNICATING WITH OTHERS

	Primary level	Intermediate level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previ as needed and following:
3. Aspects of Communicating with Others (continued)	develop effective speaking and listening vocabulary--	→	→
	know actual meaning of many basic words-- names of objects names of places names of people action words words to express feelings or state of being	→ words encountered in-- basic school subjects social environment home living recreation	→ words encount classroom st science homemaki industri health, root words
		recognize differences between meanings of closely related words such as-- high, higher, highest some, more, most upset, unhappy, sad	→
			develop latent lary to expre and frustratio

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
→	→	→
→ words encountered in— basic school subjects social environment home living recreation	→ words encountered in classroom units on— consumer buying homemaking industrial arts health, safety, etc. root words	→ words encountered in world of work
recognize differences between meanings of closely related words such as— high, higher, highest some, more, most upset, unhappy, sad	→	→ enrich vocabulary through knowledge and use of— synonyms antonyms
	develop informal vocabulary to express feelings and frustrations	→

SECT

READING--A Developmental Sequence of Skil

There should be a plan and rationale for the scope and sequence of reading skills to be taught in conjunction with any set of reading materials or any basic reading series. The rationale for this developmental sequence of reading skills to be taught to mentally retarded or reading disabled children is based on several premises:

1. While learning to read, most mentally retarded children progress through three major phases of a psycho-educational learning sequence.

2. Although these three major phases can be defined as general or gross components of the total reading process, there is no precise demarcation to indicate where one phase ends and another begins. There is rather a continuous, though sometimes erratic, progression of skills development through which each child passes.

3. It is difficult to determine precisely where any one child may be on this continuum at any specific time and to know exactly how or why he has reached a given level of skills development.

4. No two children will likely develop the same skills in the same way or reach identical levels of development at the same time.

To aid in understanding what is meant by these major phases of a developmental sequence of reading skills, a brief description of each phase is included.

The first major phase is comprised of all the experiences the child has encountered prior to the time he is expected to perform the first simple reading task in which he must differentiate between the short, simple sentences of an

experience chart
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READING--A Developmental Sequence of Skills

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experience chart or other simple reading material which uses sentences, captions, or words as the basis for presentation of ideas. During this phase, which in reality begins about the time of, or shortly after birth, the child experiences and learns many activities, skills, and emotions which he will eventually bring to the reading situation. However, until the time a child is called upon to utilize these experiences in the act of reading and brings them to bear upon and aid him in differentiating between the general configuration of simple sentences, these experiences and skills are only parts of the total or mass of environmental impressions. Until the child faces the task of recognizing one group of sequential words as being different in configuration and therefore different in meaning from another, he is still unaware of the true meaning and implications of the reading process. His past experiences and attention must be focused on the act of differentiation of written or printed symbolism for the purpose of gleaning its meaning. Only then can we say that he has begun formal reading and is proceeding beyond the point where past experiences are included in a whole or mass of undifferentiated impressions.

The second major phase includes all those experiences and skills which enable the child to disarticulate, differentiate, and analyze the many smaller elements of reading material. He must then reassemble, combine, or synthesize these smaller elements into their original word forms and derive meaning. As this process of analysis-synthesis becomes easier for the child to perform and is repeated often, it gradually becomes less necessary to repeat the process when identical or similar situations are encountered. In other words, the child has learned to respond to the larger structural unit (word or phrase) and to recognize and interpret it without having to disassemble and reassemble it.

The third major phase in the developmental sequence of reading skills is composed of all those experiences, knowledges, and skills which enable the child to utilize previously learned reading abilities with relative ease. In addition, he should be able to read materials of increasing difficulty with greater ease, accuracy, and comprehension. During this third phase the child is taught or encounters and discovers all the techniques and principles which enable him to read without actually having to pause on every word in the material. He should read rapidly and fluently from whatever grade level or comprehension level of material he is intellectually able to handle. He should, however, be able to revert to or institute momentarily and utilize any of the skills learned in the second phase (analysis-synthesis) whenever he encounters an unknown word. After unlocking and understanding the unknown word, he should return to a comfortable and fluent reading pattern. For the mentally retarded child, the level of difficulty of material, which ultimately can be read after having progressed systematically through these three major phases, will be somewhere between 3rd and beginning 5th grade.

Simply stated, these three major phases of learning to read may be thought of as (1) gross, global, or undifferentiated impressions; (2) attention to and learning finer, more detailed, or differentiated elements; (3) reading larger units (words and phrases) without awareness of or attention to details. It must be stressed that understanding what is being accomplished and the comprehension of what is read is of the utmost importance at all times as the child progresses through these three phases. In more commonly used educational terms these three major phases of learning and using reading are referred to as (1) pre-reading and the first steps of initial reading; (2) beginning reading and learning the basic skills required in reading; (3) learning to increase level of comprehension while developing the fluent, comfortable reading pattern required of mature readers.

For the mentally retarded, the sequence of reading skills must be ordered in a progression which is consistent with a whole-detail-whole pattern so that each child is assured the opportunity of beginning and ending reading instruction without having missed any essential aspect. Sequential, well-ordered

instruction also keeps
at a minimum.

This concept may be ex
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In teaching reading, we
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instruction also keeps confusion and undirected trial and error at a minimum.

This concept may be more clearly understood when it is realized that in going into detailed analysis, the child pays more attention to the process of taking sentences, phrases, and then words apart. This process slows the rate of reading, particularly at the instructional level because it takes more time to analyze a word for smaller units than to read it as a "whole" or sight word. At this phase of the learning process, therefore, a slower rate of reading is to be expected unless the material being read is quite familiar and below the instructional reading level. More fluent reading will return when the child has mastered the detailed skills required for successful phonic analysis and begins coming out of the detailed analysis phase. As syllabication and other structural analysis techniques are learned and applied, accuracy, comprehension, and reading rate will increase.

The return to reading thought units and phrases as meaningful units also adds to rate and comprehension. It is during this stage that the child learns to respond to words and thought units with less awareness of structural details. He short-circuits, cue-reduces, habituates, or in some way renders automatic the detailed responses previously made to smaller units. Larger monosyllabic and multisyllabic words now become part of his basic sight vocabulary. He is able to use concepts gained from familiar language patterns to anticipate the endings of sentences. Sub-vocalization diminishes and recognition span increases to the point where more fluent, comfortable reading patterns are attained. At this stage the reader completes the whole-detail-whole learning process.

In teaching reading, we should not think in terms of the pupil being at a specific grade level, but rather being at some phase or stage in the continuum of learning reading skills. As an example, a junior or senior high school pupil may still be in phase one or the beginning of phase two.

His reading instruction would therefore need to be planned to begin at that level. This necessitates individual pupil planning on the part of the teacher so that each pupil receives instruction at his own level as he progresses through a planned and sequential total reading program.

It is hoped that this brief explanation will enable teachers to see more clearl
continuum. The fo
teaching reading s
may also be used t
of pupils who are
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tool to help deter
and the skills whi

GETTING ALONG WITH AND COMMUNICATING WITH OTHERS-- 59
READING--A Developmental Sequence of Skills
(continued)

need to be planned
ates individual pupil
that each pupil
be progressive
reading program.

will enable teachers

to see more clearly the progression of reading skills as a continuum. The following list presents a sequential order for teaching reading skills to most mentally retarded pupils. It may also be used by the teacher to help analyze the difficulties of pupils who are not reading as well as their maturational level suggests they should. In this sense, the list becomes a diagnostic tool to help determine the level at which a pupil may be reading and the skills which may be lacking.

G0--GETTING ALONG WITH AND COMMUNICATING WITH OTHERS
READING--A Developmental Sequence of Skills (continued)

Phase 1:	Pre-Reading Experiences
1. Beginning School Experiences Related to Reading	development of self-image and sense of security development of self-control auditory development: discrimination, memory, and re Speaking, pages 53-58) visual development: discrimination, memory, and seq differentiate shapes, sizes, colors, and associate develop reasonably accurate speech and language patte participate in group communication (classroom discuss listen to and repeat simple rhymes and songs develop sequential memory for ideas and events, and s attend to tasks (See section on Listening and Speakin develop left-to-right eye movements (tracking) for re develop independent work habits: follow-through with dittoed material, cutting and pasting, sorting and develop interest in and motivation for reading: varied background experiences with social and physi familiarization with books and other reading materi experiences with other communication media such as r movies, filmstrips

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ing Experiences

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ent of self-image and sense of security

ent of self-control

development: discrimination, memory, and recall (See section on Listening and
ng, pages 53-58)

evelopment: discrimination, memory, and recall--
entiate shapes, sizes, colors, and associate with objects and names of objects

reasonably accurate speech and language patterns when expressing ideas

ate in group communication (classroom discussions and playground activities)

n and repeat simple rhymes and songs

sequential memory for ideas and events, and express them in simple sentences

e tasks (See section on Listening and Speaking, pages 53-58)

left-to-right eye movements (tracking) for orientation to reading

independent work habits: follow-through with independent seat work such as simple
d material, cutting and pasting, sorting and categorizing objects and pictures, etc.

interest in and motivation for reading:
background experiences with social and physical environment
iarization with books and other reading material in home and classroom
ences with other communication media such as radio, television, tape recorder,
es, filmstrips

Phase 1:	Pre-Reading Experiences (continued)
2. Personal Experience Approach to Reading	participate in group discussions centered ar express ideas individually, in meaningful, s extend and understand oral vocabulary relate understand the concept of transferring ideas, begin to learn the alphabet (associate lett begin to use letters (recognize, read, and
a. Experience Chart Reading	participate in selecting ideas for simple repeat simple chart stories and picture c from visual cue learn to use picture cues as an aid in rec coordinate visual and auditory discriminat captions (use familiar speech patterns i differentiate between several chart storie of classmates
b. Reading Simple Thought Units in Written Form	be able to read several simple chart stori content cues for recall

Pre-Reading Experiences (continued)

participate in group discussions anchored around common, motivating group experiences

express ideas individually, in meaningful, sequential patterns

extend and understand oral vocabulary related to individual and common group experiences

understand the concept of transferring ideas and oral expressions to written form

begin to learn the alphabet (associate letter name with letter symbol)

begin to use letters (recognize, read, and write one's name)

- participate in selecting ideas for simple short stories and captions for pictures
- repeat simple short stories and picture captions from memory using total configuration from visual cue
- learn to use picture cues as an aid in recalling specific words or phrases
- coordinate visual and auditory discrimination in reading simple short stories and captions (see familiar speech patterns in simple written form)
- differentiate between several short stories, several short picture captions, and names of classmates
- be able to read several simple short stories, captions, and names using picture and context cues for recall

[illegible] (continued)

Phase 2:	Initial Steps In Reading
1. Understand Relationship of Thought Units and Sentences to Simple Short Stories	discriminate between sentences of simple short stor match sentence strips of short stories reconstruct short story from sentence strips understand and read simple written sentences (orally
2. Words	perceive differences in word configuration read captions, greetings, simple rules and directio develop ability to generalize: categorizing picture orientation to recognizing similar letter symbols of basic sight vocabulary words develop initial basic sight vocabulary from common stories, and other familiar simple reading materi the pupil lives develop instant recognition and recall of a variety discriminate between words in sequence: match words in sentences reconstruct sentences from models using basic voc associate word forms with familiar objects recognize and read words in varied settings continue learning alphabet (recognize and name lett pupils' names, names of common objects, etc.) begin to construct new phrases and sentences using

ontinued)

Stage in Reading

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nate between sentences of simple short stories

entence strips of short stories

uct short story from sentence strips

nd and read simple written sentences (orally and silently)

differences in word configuration

tions, greetings, simple rules and directions

ability to generalize: categorizing pictures, objects, clothing, foods—as an
ation to recognizing similar letter symbols as initial consonants in a variety
ic sight vocabulary words

initial basic sight vocabulary from common words used in captions, simple chart
., and other familiar simple reading materials common to the environment in which
pil lives

instant recognition and recall of a variety of basic sight vocabulary words

ate between words in sequence:
words in sentences
truct sentences from models using basic vocabulary word cards
ate word forms with familiar objects
ize and read words in varied settings

learning alphabet (recognize and name letters used in basic sight vocabulary,
names, names of common objects, etc.)

construct new phrases and sentences using words from basic sight vocabulary

[illegible]

Phase I:	Word Recognition Skills
1. Initial Word-Structure Analysis Techniques	recognize and read basic sight words having endings, such as -ed, -ing, -er, -est, -l
	recognize and read compound words composed variety of inflectional endings, such as
	recognize and read derived forms of basic s slowly, fastener, income
	use structural analysis techniques to form
	discriminate between and identify initial p
	recognize sound-symbol relationships of ini sight words
2. Intensive, Systematic Phonic Analysis Techniques	use context and initial consonant letters unfamiliar words
	substitute one initial consonant letter for e.g., bat, fat, cat, pat
	substitute one final consonant letter for a e.g., bar, ban, bat, bad
	recognize and attack sound-symbol relations and vowel letters, digraphs (th, ch, sh,
	use final "e" as a clue to long and short v
	blend isolated consonant and vowel sounds in synthesis); e.g., b-a-t = bat, b-a-b-y = b

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Word Recognition Skills

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recognize and read basic sight words having plural and possessive endings and inflectional endings, such as -ed, -ing, -er, -est, -ly

recognize and read compound words composed of two or more basic sight words using a variety of inflectional endings, such as something, playthings, withholding

recognize and read derived forms of basic sight words, such as rainy, funny, farmer, slowly, fastener, income

use structural analysis techniques to form and attack new words

discriminate between and identify initial phonemes (initial sounds of words)

recognize sound-symbol relationships of initial and final consonant letters of basic sight words

use context and initial consonant letters as clues in recognizing familiar and unfamiliar words

substitute one initial consonant letter for another to improve word attack skills; e.g., bat, fat, cat, pat

substitute one final consonant letter for another to improve word attack skills; e.g., ban, bam, bat, bad

recognize and attack sound-symbol relationships to an increasing number of consonant and vowel letters, digraphs (th, ch, wh, sh), and diphthongs (oi, ow, ou, oi, oy)

use final "e" as a clue to long and short vowel sounds

blend isolated consonant and vowel sounds into meaningful word units (auditory synthesis); e.g., b-a-t = bat, b-a-b-y = baby [illegible] (continued)

Phase I:	Word Recognition Skills (continued)
	blend larger sound units (syllables) into meaning bas-ket = basket, fin-ger = finger
	use sound-symbol relationships and auditory synth new words
	associate sound-symbol relationships to all lett
	become familiar with dictionary as a tool for det syllabication, word meaning, and spelling
3. Advanced Word-Structure Analysis Techniques	use syllabication to determine accent and as clue
	identify and use two-syllable root words as clue e.g., open - opening; garden - gardener
	identify and use roots, prefixes, and suffixes a
	identify and use the apostrophe to form contracti

[illegible]
(continued)

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ecognition Skills (continued)

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larger sound units (syllables) into meaningful word units; e.g., go-ing = going, ket = basket, fin-ger = finger

ound-symbol relationships and auditory synthesis to attack and derive meaning from words

iate sound-symbol relationships to all letters of the alphabet

e familiar with dictionary as a tool for determining alphabetization, pronunciation, labication, word meaning, and spelling

yllabication to determine accent and as clues to vowel sounds in two-syllable words

ify and use two-syllable root words as clues to endings and suffixes; ., open - opening; garden - gardener

ify and use roots, prefixes, and suffixes as meaningful units in attacking new words

ify and use the apostrophe to form contractions

[illegible]

Phase 2:	Independent Reading with Fluency and Comprehe
1. Skills Required for Reading Complex Phrases, Thought Units, and Sentences	use structural and phonic analysis with incr
	increase dictionary skills
	recognize and read an increasing number of s awareness of structural details required)
	read short thought units or phrases having understanding
	use structural and phonic analysis when neces and phrases with ease and understanding
	organize and retain the meaning of thought u
	use concepts of verbal sequence in commonly "down the street," "to the store," "unrest hension
	observe punctuation in order to read thought
	relate ideas and interpret author's purpose,
	use context and language patterns in conjunc derive meaning from a variety of reading m
2. Skills Required for Increasing Reading Rate and Comprehension	minimize sub-vocalizations, as an aid to eff
	develop a smooth silent-reading pattern by c skills, and perception and understanding o
	vary rate of reading with degree of difficul

Independent Reading with Fluency and Comprehension

use structural and phonic analysis with increasing ease and accuracy

increase dictionary skills

recognize and read an increasing number of multisyllabic words as sight words (less awareness of structural details required)

read short thought units or phrases having mono- and multi- syllabic words with ease and understanding

use structural and phonic analysis when necessary, and return to reading thought units and phrases with ease and understanding

organize and retain the meaning of thought units as speed of reading increases

use concepts of verbal sequence in commonly used phrases, such as "into the house," "down the street," "to the store," "nevertheless," to facilitate speed and comprehension

observe punctuation in order to read thought units smoothly

relate ideas and interpret author's purpose, meaning, and general feeling

use context and language patterns in conjunction with word recognition skills to derive meaning from a variety of reading materials

minimize sub-vocalizations, as an aid to efficient silent reading

develop a smooth silent-reading pattern by coordinating eye movements, word attack skills, and perception and understanding of thought units

vary rate of reading with degree of difficulty and content

66.--READING ALONG WITH AND COMMUNICATING WITH OTHERS
READING--A DEVELOPMENTAL SEQUENCE OF SKILLS (continued)

Phase I:	Independent Reading with Fluency and Comprehensio
	select and comprehend main ideas with increasing
	detect tone, inference, and subtlety ("read betwe
	use "skimming" techniques to locate and organize m
	choose and enjoy a variety of materials to be rea

(continued)

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pendent Reading with Fluency and Comprehension

---

ct and comprehend main ideas with increasing facility

ct tone, inference, and subtlety ("read between the lines")

"skimming" technique to locate and organize needed information

ose and enjoy a variety of materials to be read with speed, accuracy, and comprehension

Phase 3:	Reading for Information, Protection, and Ple
1. Skills Required for Mature Reading Patterns	be aware of and understand the contents and paragraphs, sections, chapters, tables of books maps magazines pamphlets newspapers menus catalogues programs directories schedules be aware of and use a wide variety of availa know how to use the library; e.g., use card the shelves, borrow and return books be discriminating in use of reading material use caution in responding to advertising " select for purchase some reading materials be critical when reading propaganda-type be able to outline and organize reading cont
2. Reading as an Extension of Personal Experience	use reading as a leisure-time activity, real results of reading (See section II. use reading as a "springboard" to hobbies a LEISURE TIME, pages 135-161.) enjoy many experiences vicariously through r sports stories, simple fiction, travel mag

Reading for Information, Protection, and Pleasure

be aware of and understand the contents and organization of more complex reading materials:
  paragraphs, sections, chapters, tables of contents, glossaries

books	maps
magazines	pamphlets
newspapers	menus
catalogues	programs
directories	schedules

be aware of and use a wide variety of available reading materials

know how to use the library; e.g., use card catalogue, locate books and periodicals on the shelves, borrow and return books

be discriminating in use of reading materials:
  use caution in responding to advertising "gimmicks"
  select for purchase some reading materials which have lasting value
  be critical when reading propaganda-type materials

be able to outline and organize reading content for a specific use

use reading as a leisure-time activity, realizing personal satisfaction from the act and results of reading (See section II. USING LEISURE TIME, pages [illegible].)

use reading as a "springboard" to hobbies and new interests (See section II. USING LEISURE TIME, pages [illegible].)

enjoy many experiences vicariously through reading:
  sports stories, simple fiction, travel magazines, biographies

...—GETTING ALONG WITH AND COMMUNICATING WITH OTHERS
[illegible]—A DEVELOPMENTAL SEQUENCE IN SKILLS (continued)

Phase 3:	Reading for Information, Protection, and Pleasure (cont
. Reading for Information and Protection	be aware of the wealth of information to be gained thro gain knowledge on topics of individual interest throug (See section IX. USING LEISURE TIME, pages 133-141.) gain proficiency in reading and understanding specializ tional areas (See section VII. EARNING A LIVING AND use reading to help attain vocational proficiency (See MANAGING MONEY, pages 100-116.) use reading to assist in fulfilling civic responsibilit PRIVILEGES, AND RESPONSIBILITIES, pages 71-81 and sec [illegible] LIFE, pages 153-156.) use reading for assistance in sewing, cooking, home rep III. UNDERSTANDING ONESELF, GROWING, DEVELOPING, AND pages 22-43; section VII. EARNING A LIVING AND MANAG and section VI. FAMILY LIVING, pages 83-99.) use reading to increase knowledge of laws, traffic regu information, insurance provisions, efficient buying LIVING, pages 1-21; section II. SAFETY IN DAILY LIVI V. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES, pages LIVING AND MANAGING MONEY, pages 100-116.) read maps and charts for orientation and reading in und VIII. TRAVELING AND MOVING ABOUT IN THE COMMUNITY, p

tinued)

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r Information, Protection, and Pleasure (continued)

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of the wealth of information to be gained through reading

ledge on topics of individual interest through research and reference reading
ction XI. USING LEISURE TIME, pages [illegible].)

ficiency in reading and understanding specialized vocabularies related to occupa-
areas (See section VII. EARNING A LIVING AND MANAGING MONEY, pages 100-116.)

ng to help attain vocational proficiency (See section VII. EARNING A LIVING AND
G MONEY, pages 100-116.)

ng to assist in fulfilling civic responsibilities (See section V. RIGHTS,
GES, AND RESPONSIBILITIES, pages 71-81 and section X. PARTICIPATING IN
TY LIFE, pages 123-136.)

ng for assistance in sewing, cooking, home repairs, etc. (See section
NDERSTANDING ONESELF, PERSONAL DEVELOPMENT, AND MANAGING PERSONAL AFFAIRS,
[illegible]; section VII. EARNING A LIVING AND MANAGING MONEY, pages 100-116;
ction VI. FAMILY LIVING, pages 83-99.)

ng to increase knowledge of laws, traffic regulations, safety signs, health
ation, insurance provisions, efficient buying (See section I. HEALTH IN DAILY
, pages 1-15; section II. SAFETY IN DAILY LIVING, pages 17-29; section
GES, PRIVILEGES, AND RESPONSIBILITIES, pages 71-81; section VII. EARNING A
ND MANAGING MONEY, pages 100-116.)

and charts for orientation and routing in unfamiliar areas (See section
TRAVELING AND MOVING ABOUT IN THE COMMUNITY, pages 117-121.)

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
B. Aspects of Communicating with Others (continued)		Writing and Spelling
	be aware of how writing is used	
	develop small muscle coordination in reproducing shapes and forms with crayons or large pencils	
	make simple line drawings of known items	
	begin to make letters-- trace over a solid line trace over a dotted line stay within guidelines	write letters and words in manuscript form begin to write legibly, using cursive form
	write first and last name in manuscript form	expand simple written vocabulary
		become aware of the importance of correct spelling; attempt to spell correctly; see, hear, pronounce, write
		use simple punctuation-- capitals, periods

...vel	Intermediate Level	Junior High Level	Senior High Level
...following ...erstand- ...ls:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	Writing and Spelling		
... writing			
...words ...reproduc- ...forms with ...e pencils			
...draw- ...tions			
...letters-- ...solid line ...dotted line ...guidelines	write letters and words in manuscript form begin to write legibly, using cursive form	write letters and words in legible cursive form as well as in manuscript	write legibly with ease and reasonable speed
...last name ...form	expand simple written vocabulary	increase written vocabulary	expand written vocabulary to include areas of special interest
	become aware of the importance of correct spelling; attempt to spell correctly; see, hear, pronounce, write	spell correctly in most written work	spell words needed in meeting daily writing tasks
	use simple punctuation--capitals, periods	apply simple rules of punctuation and capitalization	use punctuation and capitalization correctly and habitually in meeting day-to-day writing needs

VI.--GETTING ALONG WITH AND COMMUNICATING WITH OTHERS
[illegible]--A Developmental Sequence of Skills (continued)

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue Primary Level as needed and add the following:	Continue pri as needed an following:
B. Aspects of Communicating with Others (continued)		put words together in simple sentences to formulate ideas	express cons ing with a s adult help; more paragr etc.
		begin to learn and apply basic rules of grammar	extend knowl use of rule

ntinued)

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
put words together in simple sentences to formulate ideas	express oneself in writing with a minimum of adult help; write letters, news paragraphs, lists, etc.	write independently and coherently to meet personal needs; letters, complete application forms, business and bank forms
begin to learn and apply basic rules of grammar	extend knowledge and use of rules of grammar	

V. RIGHTS, PRIVILEGES, AND RESPONSIBI

A major objective of any school program is the development of an attitude of responsibility--in the home, at school, and in the community. Individuals must learn early in life that they are not independent of society or law and order, and that all must contribute toward the maintenance of a well-ordered society. Basic to this contribution must be the acquisition of attitudes, understandings, and skills which equip one to interact with others and to meet society's demands.

The educable mentally retarded individual seldom has the capacity to become a leader in our society. He should, however, learn to become a responsible follower.

Although these pupils are usually unable to absorb the intricate details of governmental functions, they should be helped to understand those functions which relate to their

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V. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES

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ich relate to their own and their family's personal welfare. General concepts should be stressed rather than complex details.

By participating in school elections, student council, athletics, and social functions the pupil can practice those skills which will be required of him when he becomes an adult citizen.

A responsible citizen is an informed citizen. These pupils should be guided toward the use of radio, television, and newspapers as sources of information.

Mentally retarded individuals will probably need more assistance from social service-type organizations than will the average citizen. For this reason they should become familiar with services available and procedures for applying for assistance from reputable and responsible resources.

VI--RIGHTS, PRIVILEGES, AND RESPONSIBILITIES

	Primary Level	Intermediate Level	Junior Hig
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previ as needed and following:
A. Democratic Living at Home		My Responsibilities	
	assume some responsibility for simple chores such as setting the table, emptying the garbage, etc., under supervision	assume responsibility for home chores	assume duties of the family of home or
	begin to recognize and respect the rights and property of others	recognize and respect the rights and property of others	share with rest of
	obey parents and other adults	respect parents and other adults	
	follow home rules and begin to understand the necessity for rules	accept home rules	respect
		My Rights and Privileges	
	satisfaction of basic physical and emotional needs	help plan family affairs	participate discussions decisions
	provision for physical and emotional security		
	membership in family group		

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
My Responsibilities		
assume responsibility for home chores	assume duties as a member of the family as for care of home or siblings	know basic structure of the family and assume adult role in family living
recognize and respect the rights and property of others	share with siblings and rest of family	
respect parents and other adults		
accept home rules	respect family customs	develop awareness of need for family customs; i.e., in the fostering of loyalty, respect, and strength of the family unit
My Rights and Privileges		
help plan family affairs	participate in family discussions and decisions	understand one's role in family planning and decision making
		expect one's own judgments and thoughts to be respected and given consideration

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Cont as n foll
B. Democratic Living at School		My Responsibilities	
	begin to understand the necessity of regular attendance	understand necessity for regular attendance	assu for
	obey teacher and other adults	respect teacher and other adults	sho in
	obey rules and regulations accept the fact that rules are necessary	begin to understand that rules and authority exist for the protection and welfare of everyone	und and the far
	become aware of consequences of disregarding rules	begin to understand that breaking rules involves and endangers oneself and others	und rul end oth
		understand why one is expected to follow the direction of authority	
	begin to develop self-control	exercise self-control in some situations	exp soci

vel	Intermediate Level	Junior High Level	Senior High Level
following erstand- le:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	My Responsibilities		
stand the egular	understand necessity for regular attendance	assume responsibility for regular attendance	know the values to be gained from school
nd other	respect teacher and other adults	show respect for those in authority	appreciate need to show respect and courtesy for those in authority
regula- t that ssary	begin to understand that rules and authority exist for the protection and welfare of everyone	understand that rules and authority exist for the protection and welfare of everyone	appreciate need for rules and authority
f conse- regarding	begin to understand that breaking rules involves and endangers oneself and others	understand that breaking rules involves and endangers oneself and others	be aware of consequences of one's actions
	understand why one is expected to follow the direction of authority		
op self-	exercise self-control in some situations	express feelings in socially acceptable way	accept responsibility for one's actions

V.--RIGHTS, PRIVILEGES, AND RESPONSIBILITIES

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previ as needed and following:
	begin to understand one's heritage--	understand one's heritage--	recognize cont made to our cu various ethni
	associate a few well-known persons and stories with holidays and festivals	begin to be familiar with famous Indian, Negro, Spanish-American, and other ethnic groups who contributed to our culture	become famil contribution own ethnic g early histor Oakland and and to curre
		become familiar with some of the great Americans of various origins and ethnic groups	
	begin to participate in patriotic customs--	participate in patriotic customs--	
	pledge allegiance to the flag	know pledge of allegiance to the flag	understand t of the pledg giance to th
	sing patriotic songs	begin to have some understanding of activities and customs associated with national holidays	
	behave properly in patriotic situations		
		take active part in celebration of holidays such as classroom or assembly programs	

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
understand one's heritage--	recognize contributions made to our culture by various ethnic groups--	appreciate contributions made to American culture by various ethnic groups in fields of government, politics, economics, and social mores
begin to be familiar with famous Indian, Negro, Spanish-American, and other ethnic groups who contributed to our culture	become familiar with contributions of various ethnic groups to early history of Oakland and California and to current events	
become familiar with some of the great Americans of various origins and ethnic groups		
participate in patriotic customs--		
know pledge of allegiance to the flag	understand the meaning of the pledge of allegiance to the flag	
begin to have some understanding of activities and customs associated with national holidays		
take active part in celebration of holidays such as classroom or assembly programs		observe national holidays on own initiative by proper display of flag, participation in community activities, and the like

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
B. Democratic living at School (continued)		begin to understand concepts of loyalty, dependability, and trust
		develop loyalty toward peer groups
	become aware of one's citizenship rights, responsibilities, and privileges--	begin to understand school government and organization--
		know and obey school rules
	develop an awareness of the rules set down by authority in the classroom and school	help develop classroom rules
	share in making the rules in the classroom	use democratic methods to make choices
	participate in making some simple group choices	begin to vote by simple classroom ballot, show of hands, oral expression
	recognize that the decision of the majority will prevail	has some knowledge of the elective process
	begin to be aware that people vote	

vel	Intermediate Level	Junior High Level	Senior High Level
following rstand- es:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	begin to understand concepts of loyalty, dependability, and trust	strive to be loyal, dependable, and trustworthy	realize the importance of being loyal, dependable, and trustworthy
	develop loyalty toward peer groups	develop loyalty to class and to school; school spirit	be loyal toward peer groups, team, class, school, etc.
one's ible, s, and	begin to understand school government and organization--	understand and participate in government (school)--	assume initiative and responsibility by participating in government (class and school)
processes set down in the school	know and obey school rules help develop classroom rules	learn respect for rules and authority figure	begin to relate school experiences in government to current events outside the school
ing the classroom	use democratic methods to make choices		know the mechanics of voting
making roup	begin to vote by simple classroom ballot, show of hands, oral expression		understand that the vote is sometimes used to change laws and regulations
t the be prevail more that	has some knowledge of the elective process	understand that voting is an obligation as well as a privilege (class officers)	know that there are different kinds of elections--primary, special, and general
			recognize one's obligation to obtain information about the candidates

IV--RIGHTS, PRIVILEGES, AND RESPONSIBILITIES

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pr as needed an following:
B. Democratic living at School (continued)			learn simple procedures
			learn to rep tee work
			develop abili to participat team, and st affairs
	become aware of need to care for school property-- books bulletin boards exhibits desks chalk board instructional materials	cooperate in the care of school property	use, apprecia for school p
	help with chores to keep room, school, and grounds neat and clean	develop pride in the appearance of room, school, and grounds	assume initi keeping room and grounds clean
	put materials away when finished with them		
	learn to care for personal belongings		
	return lost articles		

	Intermediate Level	Junior High Level	Senior High Level
	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
		learn simple parliamentary procedures	
		learn to report on committee work	
		develop ability and desire to participate in class, team, and student body affairs	
p	cooperate in the care of school property	use, appreciate, and care for school property	
ls			
p ds	develop pride in the appearance of room, school, and grounds	assume initiative in keeping room, school, and grounds neat and clean	
nal			

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Con as fol
B. Democratic Living at School (continued)		School's Responsibility to Me	
	understand that instruction and educational materials are furnished by the school	understand that the school provides instruction in many areas, such as the 3 R's, keeping healthy, learning to get along with others, earning a living, etc.	und sch in t
C. Democratic Living in the Community		My Responsibilities	
	learn ways to help make the neighborhood a better place to work and play-- care for public and private property (don't carve or mar) avoid littering use sidewalks rather than lawns as walks leave play areas and public restrooms clean proper care for flowers and shrubs--no picking or damaging		tak pro res and oth

evel	Intermediate Level	Junior High Level	Senior High Level
following erstand- lls:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	School's Responsibility to Me		
t instruc- tional furnished	understand that the school provides instruction in many areas, such as the 3 R's, keeping healthy, learning to get along with others, earning a living, etc.	understand that the school provides training in prevocational skills	understand that the school provides information and experiences pertaining to managing one's affairs in adult life
	My Responsibilities		
help make od a better and play--		take care of public property; report damage	
lic and erty or mar)		respect public property and private property of others	
ing			
s rather s walks			
reas and ooms clean			
for flowers no picking			

VI--RIGHTS, PRIVILEGES, AND RESPONSIBILITIES

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pre as needed an following:
C. Democratic Living in the Community (continued)	confine pets in own yard to avoid damage to other property		
	learn to use community facilities properly--	learn to use public library--	
	behave properly in public places	how to borrow books	
	obey safety and conduct rules in parks and public places	be responsible for borrowed books	
		respect rights of others using library; speak and move quietly	respect righ of patients i speak and mov
			learn proper public facili services-- fire depart police dep recreation postal dep telephone medical ser Social Secu education transportat
	be aware that people are different in appearance and customs	begin to understand that all ethnic groups make a contribution to the community	show toleran eration, and all ethnic gr community

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
learn to use public library--		be aware of and make proper use of various community facilities and services-- Vocational Rehabilitation Welfare clinics, hospitals public utilities-- gas, water, telephone, electricity, sewage and refuse disposal
how to borrow books		
be responsible for borrowed books		
respect rights of others using library; speak and move quietly	respect rights and needs of patients in hospital; speak and move quietly	
	learn proper use of public facilities and services-- fire department police department recreation department postal department telephone medical services Social Security education transportation	
begin to understand that all ethnic groups make a contribution to the community	show tolerance, consideration, and respect for all ethnic groups in the community	develop pride for one's own ethnic group and its contribution to the community

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Con as n foll
C. Democratic Living in the Community (continued)			beg enc acc the pre
	begin to understand that everyone should know and obey the laws of the community	begin to understand that laws are enacted to protect the rights and welfare of everyone	unde exi pro
	obey traffic signs-- cross street at corner or on crosswalk cross with green or "walk" light	obey laws relating to traffic, curfew, property ownership (public and private), etc.	beg lo one sec
			kno cal. P d

Level	Intermediate Level	Junior High Level	Senior High Level
following derstand- ities:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
		begin to understand that one's own rights are assured only as long as the rights of all are protected	
rstand that ld; know and out the	begin to understand that laws are enacted to protect the rights and welfare of everyone	understand that laws exist for everyone's protection	appreciate the need for laws
signs-- t (at n (cross-	obey laws relating to traffic, curfew, property ownership (public and private), etc.	begin to know various laws that pertain to one's protection and security	know and obey basic laws associated with operating vehicles; use of tobacco, intoxicants and drugs; military service; voting; paying taxes
greens or t			
			be aware of legal requirements pertaining to and services for-- Social Security birth certificate draft registration personal identification
		know how and when to call for emergency aid-- police, ambulance doctor, neighbor	know how, when, and where to get help and advice of legal and social nature

SS—RIGHTS, PRIVILEGES, AND RESPONSIBILITIES

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previ as needed and a following:
C. Democratic Living in the Community (continued)	know the name of the President of the United States and be able to identify his picture	know that the President of the United States is the leader of the country	learn about di authority and r bilities
		know who is president	
		realize that people elect the president	
		become aware that the president plays some role in current events	
		begin to be aware of qualifications individuals must have to hold class or school job	select and ele officers
		develop an attitude of loyalty toward one's city, state, and country	understand th has an obligat serve his count

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
know that the President of the United States is the leader of the country	learn about division of authority and responsibilities	understand his government-- know basic structure of city, state, and federal governments
know who is president		
realize that people elect the president		
become aware that the president plays some role in current events		
begin to be aware of qualifications individuals must have to hold class or school job	select and elect class officers	
develop an attitude of loyalty toward one's city, state, and country	understand that an adult has an obligation to serve his country	understand that one must be willing to serve his country in any capacity suited to his abilities
		understand the role of a citizen
		understand difference between being a "natural born" and a "naturalized" citizen
		understand the meaning of-- immigration alien

	Primary level	Intermediate level	
	Establish the following attitudes, understandings, and skills	Continue primary level as needed and add the following:	
C. Democratic living in the Community (continued)		Community's responsibilities to	
	be aware that the community provides--		
	police protection		
	fire protection		
	community services--		
	place of worship		
	community and recreation centers and areas		
	schools		
	post office		
	library		
	public transportation		
	power and light		
	water and sewerage		
	telephone		
	health services (doctors, dentist, hospital, clinic)	→	—
	bank		
	welfare		

Level	Intermediate Level	Junior High Level	Senior High Level
following derstand- ties	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	Community's responsibilities to be		
the vides-- tection ation services-- worship y and recrea- nters and ies ransportation light coverage rvices r, dentist, l, clinic)	→	→ employment services	→ Vocational Rehabilitation and employment services

VI. FAMILY LIVING

The purpose of family living instruction is to help each individual to understand human relationships within his environment and to deal effectively with the problems involved within this relationship. The learning experiences should be those that require continuous application throughout the individual's school life, and should be applied at all levels of instruction.

Many Special Class children come from homes where inadequate and different standards of homemaking and family living exist. Some of these homes will not provide the training necessary for developing efficient homemakers. It thus becomes essential to equip Special Class pupils with the skills to function acceptably as a family member, the head of the household, or parent. Consequently, it is essential that the acquisition of habits, attitudes, skills, and information relating to varying family relationships be attained during the school life of the pupils. These include roles as a family member, homemaker, maintainer of the family residence, provider, and manager of family finances.

Particular stress must be placed on developing such skills as buying wisely, learning how to budget, understanding credit, sewing, cooking economical and nutritious meals, refinishing furniture, painting, making home repairs, and constructing certain household articles and furnishings.

One of the most important problems related to the complexity of homemaking and family living is child care. Despite the fact that many Special Class pupils are limited in academic attainment, they will marry and raise families. Society

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VI. FAMILY LIVING

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will hold them responsible for the welfare of their families and will expect certain standards and duties which are essential to the efficient management of family living and acceptable neighborhood and community membership. As adults, most Special Class pupils will need to feed, clothe, and house themselves and their families; and they will also need to provide guidance to their children so that the development of acceptable patterns of ethical, moral, and spiritual behavior may result.

The fact that homemaking has become extremely complex makes it difficult for the Special Class program to provide many aspects of homemaking which a more elaborate and intensified program might offer. While the Special Class program can provide these pupils with many of the necessary skills such as reading, measuring, evaluating information, and the more rudimentary homemaking skills, the complexities of modern successful homemaking become a formidable task. For this reason, it is necessary for the Special Class program and regular class elective subject areas, such as homemaking, arts and crafts, and industrial arts, to work closely and cooperatively in providing these pupils with the many first-hand and concrete experiences required of adults in successful homemaking and family living.

Successfully meeting the continuing life problem of family living will have far-reaching positive effects on the pupil, his family, and his community during both his in-school and post-school life.

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills	Continue primary level as needed and add the following:	Continue previ as needed and following:
A. Nature of the Family*			
1. What is the family for?	understand that children in the classroom come from families of different races and have different customs	understand that basic biological function of reproduction is a part of family life	understand tha members pass a their children physical chara (heredity) and ways of doing (cultural patt traditions)
	understand that one's family protects him and provides physical necessities such as food, clothing, shelter, health care	——→	understand tha family is impo many ways to t vidual, the co and society; a is most desira the family uni kept intact--
	understand that one's family provides love and an opportunity to learn the roles of adult family members	understand that the family is the source of love, support, and protection	to provide a support, pro and love
		understand that the family provides training in-- acceptable behavior self-control spiritual values	to provide a emotional se training in discipline, patterns of to emulate

*"What Makes for Strong Family Life." Family Service Association of America, New York, 1958.

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
understand that basic biological function of reproduction is a part of family life	understand that family members pass along to their children both physical characteristics (heredity) and preferred ways of doing things (cultural patterns and traditions)	understand that the family-- reproduces the race, with its distinctive physical, mental, and social characteristics should make it possible for the individual to be productive
——→	understand that the family is important in many ways to the individual, the community, and society; and that it is most desirable for the family unit to be kept intact--	should provide emotional security and satisfaction-- emotional, intellectual, spiritual, and social development
understand that the family is the source of love, support, and protection	to provide adequate support, protection, and love	patterns of adult roles for imitation by children
understand that the family provides training in-- acceptable behavior self-control spiritual values	to provide adequate emotional security, training in self-discipline, and adult patterns of behavior to emulate	opportunity to love and to work--discipline (and self-discipline), control education, training

ice Association of America, New York, 1958.

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
A. Nature of the Family (continued)	understand that the family has rules one must obey-- obey parents and other adults tell the truth, don't steal, be polite, etc.	→ respect law and take care of property
	understand that everyone in the family has his own job to do	understand that each member of the family shares in work as well as in the material things provided
	be aware that the family has many friends in the community-- neighbors mailman policeman grocer doctor church leader	→ employment agencies Welfare Office library public recreation agencies

l	Intermediate Level	Junior High Level	Senior High Level
llowing stand- :	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
the one nd other , don't le, etc.	→ respect law and take care of property	to assume responsibility for teaching children moral and spiritual values-- honesty fair play obedience sincerity respect for others	provides socially desirable character training-- moral and ethical standards conscience respect for law respect for rights of others respect for property of others
everyone s his own	understand that each member of the family shares in work as well as in the material things provided	to establish an orderly way of living; establish a time for-- meals, work, school, recreation, vacation, sleeping understand that family planning is a necessity for harmonious family life	helps to maintain order-- divides responsibilities and tasks among its members distributes money and other material things
family in the	→ employment agencies Welfare Office library public recreation agencies	to establish and maintain contact with people in the community-- church business clubs agencies friends neighbors school	provides day-to-day continuity so that acceptable social patterns can be learned and maintained

	Primary Level	Intermediate Level	Junior High Le
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previou as needed and ad following:
A. Nature of the Family (continued)			
2. What does it take to make a family strong?	be aware that families are made up of varying numbers of people and that not all families have the same composition, such as-- numbers of adults-- grandparents parents adult-siblings numbers of children-- brothers sisters foster children be aware that the term "family" also includes some persons not living in the home-- aunts, uncles, cousins, others	be aware that family composition is ever-changing-- birth marriage separation death begin to understand some of the adaptations that must be made when family structure changes	understand that family structur circumstances m either positive tive effects up members-- death or leavi either paren marriage of a siblings remarriage of parent continued illn accidents o member loss of jobs, job promotion educational in acceptance or of family by bers and con

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
		helps develop sound relationships between its members and the community-- share assets, interests, aspirations, and problems with others outside the home
be aware that family composition is ever-changing-- birth marriage separation death begin to understand some of the adaptations that must be made when family structure changes	understand that changing family structure or circumstances may have either positive or negative effects upon its members-- death or leaving of either parent marriage of adult siblings remarriage of either parent continued illnesses or accidents of any member loss of jobs, property job promotion educational improvements acceptance or rejection of family by neighbors and community	understand that each family is unique, with the potential to grow, change, and develop understand that there are many elements which help promote development of loving, understanding, and socially useful adults-- basic material needs--food, clothing, shelter, medical care moral and ethical values reasonable goals-- day-to-day long-range family or individual

	Primary level	Intermediate level	J
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Cont as n fol
A. Nature of the Family (continued)			

evel	Intermediate Level	Junior High Level	Senior High Level
following rstand- ls:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
			individual responsibility-- parent-child balance between interdependence and independence-- unity without uniformity positive feelings of mutual love and respect which are stronger than negative feelings toward one another-- expressions of anger can occur without damaging family ties family supports a member in trouble without necessarily approving of his behavior open and adequate communication between members development of interest in and concern for other people

XI--FAMILY LIVING

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue prev as needed and following:
B. Varying Family Relationships			
1. Roles and responsibilities of various members of the family (without value judgments)		**Self**	
	See section III, UNDERSTANDING ONESELF, THE ENVIRONMENT, AND HANDLING PERSONAL AFFAIRS	See section V. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES	See section V PRIVILEGES, A RESPONSIBILITIES help parents b cooperative a ing help with duties help care for children perform assig willingly and ciently
		Siblings	
	understand that adults try to keep children well and keep them safe from harm	older sibling: understand that young children are less capable and need tolerance, protection, help, and supervision help parent care for less capable children	understand so physical need children take care of in the home w are absent

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
SELF		
See section V. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES	See section V. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES	understand that the role of a child and young adult is to-- share in home tasks understand and respect authority of parents adjust to family income and needs understand family customs sometimes help to earn money
	help parents by being cooperative and by sharing help with household duties	
	help care for younger children	
	perform assigned tasks willingly and proficiently	understand the family role one will assume in the future
Siblings		
elder sibling: understand that young children are less capable and need tolerance, protection, help, and supervision	understand some of the physical needs of younger children	perform efficiently the functions necessary to good child care
help parent care for less capable children	take care of younger child in the home when parents are absent	

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	C a f
B. Varying Family Relationships (continued)		Parents	
	See following section	See following section	S

el	Intermediate Level	Junior High Level	Senior High Level
llowing rstand- :	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	Parents		
ction	See following section	See following section	understand that parents should-- provide love and companionship provide material needs--shelter (home; place to live), clothing, food provide spiritual development and religious training provide educational experiences and opportunities provide recreational opportunities and social development teach children democratic living teach children consideration for others (manners and courtesy) provide healthful living conditions and teach children proper health habits

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue prev as needed an following:
3. Varying Family Relationships (continued)		**Mother**	
	understand that the role of the mother includes-- cooking and cleaning washing and ironing caring for children sewing and mending caring for sick members of the family working outside the home help teach and discipline children	→ keeping home attractive planning meals and marketing planning family activities	→ care of th care and t children rules budgeting ing
		Father	
	understand that the role of the father includes--	→ work to earn money (be aware of various types of work; community helpers.)	→ providing the needs family
	working at a job		
	helping around the house (make minor repairs and care for the yard)	help around the house (handle garbage and trash and care for tools in the home.)	
	planning family activities	care for and maintain car	
	help teach and discipline children	→	training for adult

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
Mother		
→ keeping home attractive planning meals and marketing planning family activities	→ care of the home care and training of children for adult roles budgeting and marketing	→ homemaking care of children sometimes help husband in role of provider help represent the family in community affairs assist young adult children to make career decisions
Father		
→ work to earn money (be aware of various types of work; community helpers) help around the house (handle garbage and trash and care for tools in the home) care for and maintain car	→ providing income for the needs of his family	→ cooperate with mother in providing love, companionship, and guidance to children help wife in role as homemaker represent the family in community affairs
→	training of children for adult roles	assist young adult children to make career decisions

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
B. Varying Family Relationships (continued)		[illegible]
	Same as preceding section	Same as preceding sect
7. Similarities and differences between families	understand that children in the class come from families who have different customs	understand that childr in the class come fro families who represent different races
	understand that families differ in their number of children or parents in the home	understand that famili differ in the number other relatives presen in the home
	understand that one parent sometimes plays both roles (mother and father)	⟶
	begin to understand the concept of problem solving within family structure	be aware of the way problems are solved i one's own family

Level	Intermediate Level	Junior High Level	Senior High Level
e following understand- ties	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	[illegible]		
ding section	Same as preceding section	Same as preceding section	Same as preceding section
at children come from ies differ-	understand that children in the class come from families who represent different races	understand that races of people differ in some of their physical characteristics and cultural patterns	begin to understand the concepts of heredity and environment and the part each plays in human behavior
at families the number of rents in	understand that families differ in the number of other relatives present in the home	→	→
at one ren plays rlier and	→	understand that in some families young adults must assume adult responsibilities earlier than in other families	→
rstand the oblem n family	be aware of the way problems are solved in one's own family	be aware that different families solve problems in different ways	develop family problem-solving techniques appropriate to one's abilities and social situation

90--PUPIL LEVELS

	Primary Level	Intermediate Level	Junior
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue p as needed following:
I. Varying Family Relationships (continued)			
3. Changes that affect the family	be aware of the changes in family routine when a baby is born	be aware of changes that occur as the number in the family changes-- when a baby arrives when other relatives come and go when one or both parents leave	understand roles and change as up
		understand that the entire family is affected if father is not working	accept so the family when fath employed added, n abilities
4. Effect of families on their membership	understand that one is affected by--	→	→
	type of family he lives in (size, composition, culture)	family's goals, beliefs, values, and spiritual assets	personal family
	one's place in family	sibling and parent-child relationships	
		various family experiences	

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
be aware of changes that occur as the number in the family changes-- when a baby arrives when other relatives come and go when one or both parents leave	understand that family roles and activities change as children grow up	understand the life cycle of a family
understand that the entire family is affected if father is not working	accept some of the ways the family is affected when father is not employed and assume some added, necessary responsibilities	understand some of the ways the family is affected by the wage earner's working conditions, wages, temporary unemployment, job promotions, etc.
→	→	
family's goals, beliefs, values, and spiritual assets sibling and parent-child relationships various family experiences	personality of various family members	understand and adjust to the varying personalities and circumstances within one's family structure

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
C. Dwellings		
1. Types of dwellings	Be aware of various types of dwellings-- one-family duplex apartment housing units trailer home	Become familiar with home construction materials-- brick, stone lumber stucco concrete aluminum
2. Effect of residence on the family	Understand that families live in different kinds of homes and neighborhoods-- house, apartment residential commercial farm, city	→
	Identify various rooms in the home and their use-- living room dining room kitchen bedroom family room laundry	Be aware that some homes have more rooms than others and that the greatest difference may be in the number of bedrooms

...vel	Intermediate Level	Junior High Level	Senior High Level
Use following as understand- ing:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
Be various types	Become familiar with home construction materials-- brick, stone lumber stucco concrete aluminum	Become familiar with various structural components of a home, such as type of-- heating plumbing electrical service roofing siding foundation	Be able to make adjustments regarding most appropriate type of dwelling for one's own family use and convenience
Be familiar different kinds neighbor- ment	→	Begin to understand the relationship between where a family lives and the interests and pursuits of its members-- urban, rural climate zones community neighbors	Begin to make judgments regarding appropriate locations for living, depending on such things as-- location of job climate family interests economic resources
Be rooms in their use--	Be aware that some homes have more rooms than others and that the greatest difference may be in the number of bedrooms	Begin to understand the effect of the size of one's home in relation to the number in the family	

IX.--FAMILY LIVING

	Primary Level	Intermediate Level	Juni
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue as neede followin
C. Dwellings (continued)	respect the desire of others for privacy	understand the need for privacy	understa ship of home to member
		begin to identify oneself and family with the community in which one lives	understa family others nity
D. Homemaking			
1. Care and maintenance	be aware of workers who help build and maintain homes-- carpenter plumber electrician painter	——→ roofer plasterer cement worker tiler paper hanger	begin to of vario
	begin to appreciate one's home and to have pride in it begin to understand the importance of having a home	take pride in helping to maintain classroom facility and relate activities to home environment	relate (homemaki industri ties to of chore with eve helping

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
understand the need for privacy	understand the relationship of the size of one's home to privacy for each member	
begin to identify oneself and family with the community in which one lives	understand that one's family is identified by others with the community	understand that, just as the family exerts an influence on the community, the community in which one lives has an influence on his family
→ roofer plasterer cement worker tiler paper hanger	begin to discern quality of workmanship	understand the importance of establishing and maintaining a home
take pride in helping to maintain classroom facility and relate activities to home environment	relate Special Class, Homemaking, Art, and Industrial Arts activities to a wide variety of chores associated with caring for and maintaining the home--	→ assume some initiative in the routine care and maintenance of the home

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Con as fol
D. Homemaking (continued)			c
			i
	begin to understand simple concepts of property rights and responsibilities	accept responsibility for chores around classroom and relate to "housekeeping" activities in the home	
7. Meal planning and preparation	know names of common foods	understand importance of eating three regular meals daily	und val
	know sequential order of meals and which foods are associated with them	know appropriate foods for meals	
	accompany adult to store to buy food	begin to make food purchases independently at neighborhood stores	beg to q e

vel	Intermediate Level	Junior High Level	Senior High Level
following rstand- ies	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
		outside-- yard, garbage, windows, siding (simple repairs) inside-- house cleaning care of furnishings replace fuses storage organization make simple repairs	
stand of and e	accept responsibility for chores around classroom and relate to "housekeeping" activities in the home		assist in less routine tasks, such as-- washing walls painting selection of furnishings
common	understand importance of eating three regular meals daily	understand the nutritional value of certain foods	plan nutritious meals
order nich foods with	know appropriate foods for meals		
to store	begin to make food purchases independently at neighborhood stores	begin to understand how to shop for food-- quality economy	develop skill in buying nutritious foods economically

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previ as needed and following:
2. Homemaking (continued)	begin to assist in the preparation of simple foods-- wash fruit and vegetables before eating	plan economic snacks and simple meals; prepare with some supervision	prepare a full some supervisi
	assist in the storage of food items	recognize foods that need refrigeration, closed container, or dry storage	store foods sy to maintain fr
	wash hands before handling foods	assist in keeping work area and utensils clean	understand the of cleanliness handling of fo
	set the table with some supervision	set the table independently	begin to devel serving meals
	begin to learn and use good basic table manners	practice good table manners	⟶
3. Clothing	begin to take care of clothing-- know how to hang up clothing properly attempt to keep clothing neat and clean know to wear apron or smock when doing messy work	assume responsibility for daily care of clothing-- put clothes in proper places change apparel to suit activity assist in hand laundry activities	develop some sk sewing, mend washing (han machine) drying (line ironing dry cleaning cleaners) understand th fabrics and la require differ

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
plan economic snacks and simple meals; prepare with some supervision	prepare a full meal with some supervision	plan and prepare balanced, nutritious meals
recognize foods that need refrigeration, closed container, or dry storage	store foods appropriately to maintain freshness	know the value of leftovers and how to prepare them
assist in keeping work area and utensils clean	understand the importance of cleanliness in the handling of food	know adequate sanitary measures in handling and preparing food
set the table independently	begin to develop skill in serving meals	serve meals skillfully
practice good table manners	——→	——→
assume responsibility for daily care of clothing-- put clothes in proper places change apparel to suit activity assist in hand laundry activities	develop some skill in-- sewing, mending washing (hand and machine) drying (line and drier) ironing dry cleaning (co-op or cleaners) understand that different fabrics and leather goods require different care	show initiative and proficiency in keeping clothing clean and mended make some clothing for self and others have some knowledge of fabrics and leather and their care

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
3. Homemaking (continued)	know to change school clothes for play clothes at home	sew buttons on do simple hand sewing
	begin to know what clothing is suitable for different activities and weather	assist in selection of own clothing during purchase for daily wear
4. Furnishings	identify furniture in relation to various rooms	develop an appreciation for suitable furnishings learn simple care of furnishings

l	Intermediate Level	Junior High Level	Senior High Level
llowing stand-	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
school	sew buttons on do simple hand sewing		
t cloth- le for ties and	assist in selection of own clothing during purchase for daily wear	with some supervision, select own clothing (purchases) with regard for-- style quality price recognize and accept desirable standards of dress	plan for and select own clothing dress neatly and suitably for different occasions know the value of rotating clothes and shoes
re in rooms	develop an appreciation for suitable furnishings learn simple care of furnishings	assist in the selection of suitable furnishings and materials for decorating	develop good taste in selection of furnishings-- quality, color, style, practicability
		assist with simple refinishing procedures	refurbish some furniture with little supervision

VI--FAMILY LIVING

	Primary Level	Intermediate Level	Junior Hig
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pre- as needed an following:
5. Appliances	identify and know uses of various home appliances-- stove refrigerator washer, dryer vacuum cleaner iron small kitchen appliances radio, television record player sewing machine	operate simple appliances properly with supervision-- iron hot plate tape recorder record player television radio	operate indep learn to clea stove refrigerat washer dryer small kitch ances
6. Utilities	identify various utilities used in the home-- electricity water gas telephone	understand the importance of various utilities to-- comfort health convenience safety	know sources water gas electricity telephone s sewer servi
7. Family and child care	understand that younger children need help and supervision	begin to develop awareness of and tolerance for the incapacities of less mature children	recognize the in needs of school and children wit food and clothing playthings
	help parent or teacher care for less capable children	help care for less mature children in classroom, bathroom, lunchroom, and playground	

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
operate simple appliances properly with supervision-- iron hot plate tape recorder record player television radio	operate independently and learn to clean-- stove refrigerator washer dryer small kitchen appliances	assume initiative in cleaning home appliances know when professional repairs are necessary and where to obtain them have a general idea of the cost of various appliances
understand the importance of various utilities to-- comfort health convenience safety	know sources of supply-- water gas electricity telephone service sewer service	understand that fees are involved in securing public utilities know how to have service started, discontinued know where to call for maintenance service
begin to develop awareness of and tolerance for the incapacities of less mature children help care for less mature children in classroom, bathroom, lunchroom, and playground	recognize the difference in needs of infants, preschool and school-age children with regard to-- food and feeding clothing playthings and games	perform functions of child care efficiently understand and assume the responsibilities of a babysitting job know how to get medical advice for children

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
5. Homemaking (continued)		help dress and undress younger children
	obey and be respectful to adults in one's home and school	respect the rights and needs of others in the home and school
6. Family health	See section I, HEALTH IN DAILY LIVING	See section I: HEALTH IN DAILY LIVING

el	Intermediate Level	Junior High Level	Senior High Level
llowing erstand- :	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	help dress and undress younger children	recognize the different aspects of managing a child-- rest meals discipline safety comfort know what to do in case of emergency	understand some of the responsibilities of parenthood know importance of teaching young children-- honesty fair play obedience sincerity respect for others understand the importance of prenatal care
ectful to home and	respect the rights and needs of others in the home and school	recognize and respect the needs of other adults in the home for-- privacy quiet companionship	understand the physical and emotional needs of elderly people in the home for-- responsibility recreation special health care
HEALTH	See section I: HEALTH IN DAILY LIVING	See section I, HEALTH IN DAILY LIVING	know how to obtain and take care of necessary medical records

VII. EARNING A LIVING AND MANAGING MONEY

Although instruction in the area of earning a living and managing money has its culmination in efficient vocational and social competence at the adult level, many of the habits, attitudes, and skills essential for success in this area have their beginnings early in the school experiences of the pupil. The area of earning a living and managing money is one of the most important in the educational program for Special Class pupils because it concerns itself with preparing youth to adjust successfully to the demands of employment and economic self-sufficiency. The development of a school program leading to vocational competence and successful occupational adjustment is therefore a necessity.

While specific skills for specific jobs in the occupational areas most commonly open to Special Class pupils can usually be successfully attained during a relatively short training period, the numerical skills, work habits and attitudes for successful personal relationships required for job attainment and retention must begin early in the pupil's school experience and continue throughout his school life.

The learning of fundamental arithmetic skills has been included at the end of this section because it was thought their practical application more closely related to this area. In using this course of study, the teacher therefore will need to relate fundamental arithmetic skills to the attitudes, understandings, and skills presented in parts A and B of this
section so that the un
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EARNING A LIVING AND MANAGING MONEY

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section so that the unique relationship of facts to their applications becomes a current as well as a continuing process.

The school faces a tremendous problem in bringing about a realistic pupil-parent-employer-community understanding of the kinds of work that these pupils can successfully perform. To assist in overcoming this problem, the work-study phase of earning a living has been initiated at the secondary school level. The work-study program offers an opportunity for pupils, parents, employers, and the community to select, assess, and determine the type of work best suited for each pupil so that successful occupational endeavors may result. It is at this stage that the cooperative agreement between the Division of Vocational Rehabilitation and the Oakland Unified School District assumes its great importance in allowing all concerned a realistic opportunity to assist Special Class pupils toward attainment of the objectives of economic self-sufficiency. Through a well-developed occupational education program most Special Class pupils, at the completion of school, should be able to meet adequately the continuing life problem of earning a living and managing money. It should also develop young adults who are aware of their responsibilities as employees as well as the benefits of gainful employment. The school program that prepares these pupils to become self-sustaining and contributing members of society does both the pupil and the community a significant service.

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Co as fo
A. Earning a living			
1. Why people work	begin to understand that-- people are paid for work people work to get things they want	begin to understand that-- people find satisfaction in work people work to get-- essential needs (food, shelter, clothing) luxuries (car, television, vacations, recreation)	un wo
2. Different kinds of work (the dignity of all work)	begin to understand that all work is important begin to understand that different people do different kinds of work-- father works on a job mother does housework child does schoolwork	identify various community helpers and have some understanding of what they do for us	re hi di sk an be ed fu wo

vel	Intermediate Level	Junior High Level	Senior High Level
following erstand- ing:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
stand wor	begin to understand that--	understand that people work--	understand that people work--
aid for work to get ount	people find satisfaction in work people work to get-- essential needs (food, shelter, clothing) luxuries (car, television, vacations, recreation)	for security for additional needs-- more adequate housing better environment to own a home	to improve self-image to support the family to gain economic self-sufficiency to elevate standard of living for more personal freedom in choice of living area, travel, education, recreation, etc.
stand that portant	identify various community helpers and have some understanding of what they do for us	recognize the respectability of all work	participate in work experience program-- On Campus Work
stand that le do dif- f work-- on a job homework schoolwork		differentiate between skilled, semi-skilled, and unskilled work begin to learn about educational requirements for different kinds of work	clerical assistant-- district office high school attendance office high school registrar's office high school counseling office

100--EARNING A LIVING AND MANAGING MONEY

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pre as needed an following:
A. Earning a living (continued)			
	perform simple tasks in the classroom	perform routine tasks inside and outside the classroom	participate i activities s cafeteria h library hel operate [illegible] tor, etc. messenger help teach young chi gardener's custodian's
	begin to see that classroom jobs are necessary	understand what happens when jobs are not completed	

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
		library helper duplication office
perform routine tasks inside and outside the classroom understand what happens when jobs are not completed	participate in some work activities at school-- cafeteria helper library helper operate movie projector, etc. messenger help teacher with young children gardener's helper custodian's helper	assistant in vocational education-- tool and supply rooms assistant in student store assistant in nurse's office cafeteria helper ground maintenance assistant building maintenance assistant transportation assistant audio-visual technician assistant servicing coin-operated vending machines assistant in athletics department school laundry

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
4. Earning a living (continued)		

evel	Intermediate Level	Junior High Level	Senior High Level
following [illegible] ls:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

Off Campus Work

food preparation and service--
  dish washer
  silverware washer
  glass washer
  pot washer

  stock boy
  vegetables man
  butcher's helper
  steward
  saladman's assistant
  third cook (short order)
  porter
  busboy
  counter service man--
    sandwiches
    desserts
    beverages
    steam table
  kitchen helper
  bakery helper
  waitress or waiter

motor vehicle operation and general automotive service--
  garage porter
  garage handyman
  carwash and wax helper
  [illegible]
  parking lot attendant

14.--EARNING A LIVING AND HANDLING MONEY

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previ as needed and a following:
A. Earning a living (continued)			

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
		gasoline station attendant mechanic's helper building maintenance and operation-- porter doorman handyman elevator operator relief man janitor window cleaner house cleaner (walls, rugs, windows, etc.) garden equipment repair and cleaning personal service and miscellaneous jobs-- shoe shine counter girl in shoe shop shoe repair porter messenger route man package wrapper hospital attendant (orderly) nurse's aide practical nurse

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Con as fol
A. Earning a living (continued)			

Pr l	Intermediate Level	Junior High Level	Senior High Level
Ill llowing re- rstand- i .	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

domestic service--
  general cleaner
  laundress
  housekeeper
  attendant for semi-invalid
  child care (baby-sitting)
  cook or cook's helper
  garden work
hat-check girl
watchman
newsstand helper
pet shop attendant

laundering, cleaning, dyeing--
  puller
  feeder
  folder--mangle
  starcher
  shaker
  sleever
  cuff and collar presser
  bagger
  dryer
  spotter

agriculture--
  farm laborer
  farm laborer--dairy
  nursery house attendant
  greenhouse attendant

106--EARNING A LIVING AND MANAGING MONEY

	Primary Level	Intermediate Level	Junior Hig
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue prev as needed and following:
A. Earning a living (continued)			

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
		florist's helper gardener--mowing, lawn trimming livestock farm laborer poultry feeder poultry killer poultry picker egg candler fruit picker fruit packer printing-- helper general factory work-- stock work light machine operation bench work sorting packing floor service--messenger machine shop helper foundry work ceramic or tile work helper to-- excavator bricklayer carpenter plasterer plumber painter cement layer fence builder

	Primary Level	Intermediate Level	J
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Conti as n foll
A. Earning a living (continued)			
3. Employee responsibilities		**Attitudes and Work Habits**	
	be willing to work	work willingly, without constant reminders	hav att wil on t
	attempt new tasks	develop habits of punctuality and regular attendance	
	follow directions		un ta pu se
	keep trying when faced with failure or disappointment		
	complete a reasonable task	try to finish task on time	un ti be

l	Intermediate Level	Junior High Level	Senior High Level
llowing tand-	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
			retail trade-- stock boy packer warehouseman
			county employee-- road construction street cleaning tree crews Department of Sanitation labor
			clerical-- filing typing receptionist stamping mailing and distributing
	Attitudes and Work Habits		
rk	work willingly, without constant reminders	have some knowledge of attitudes and habits that will help one get along on the job--	continue to develop good attitudes and work habits--
			begin work without urging
	develop habits of punctuality and regular attendance	understand the importance of regular, punctual attendance at school	be regular and punctual in attendance
faced tisp-			perform to best of one's ability
nable	try to finish task on time	understand the importance of doing one's best	understand the value of a job well done

10B--EARNING A LIVING AND MANAGING MONEY

	Primary Level	Intermediate Level	Junior Hig
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previ as needed and following:
A. Earning a living (continued)	pay attention to safety		understand t tasks of co job
	begin to work in groups	improve in ability to work in groups	
	get along with others		be able to w or with othe
	take care of toys and equipment	be able to initiate independent activity	be courteou
	conserve materials	begin to learn about organization of time, effort, and task	
	clean up after finishing a job		
		Interests	
	know what one can do best	discover other things one would like to do	understand ho interests may a future job

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
improve in ability to work in groups be able to initiate independent activity begin to learn about organization of time, effort, and task	understand the importance of completing a job be able to work near or with others be courteous	know and observe safety rules help others take care of equipment conserve materials and supplies be aware of employer expectancies and policies develop and maintain an attitude of loyalty to employer
Interests		
discover other things one would like to do	understand how present interests may relate to a future job	understand basic requirements for a variety of jobs within one's capabilities select some occupational field and gain experiences

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
A. Earning a living (continued)		**Skills**
	participate in activities to develop-- physical coordination-- large muscle small muscle	know basic activities related to various adult jobs begin to relate various skills to adult job activities
	academic skills-- readiness activities	
	manipulative skills-- cutting, coloring drawing, pasting	
	tool skills-- safe use of simple tools--	→
	scissors, pencils paint brush hammer, file C clamp, saw, broom brush, dustpan	brace and bits plane, screwdriver fasteners, sandpaper

l	Intermediate Level	Junior High Level	Senior High Level
llowing rstand- :	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	SKILLS		
ctivities ination--	know basic activities related to various adult jobs begin to relate various skills to adult job activities	continue to increase proficiency in skills related to job success-- academic manual dexterity physical coordination	improve hand skills find information needed to work efficiently know how to apply for a job-- application information forms courtesies interview techniques
d-- tivities			
kills-- oring ting			
	→	→	communicate effectively
simple		use and care for power tools and equipment	read, write, spell, and compute at level required for job aspiration
pensile h le er, broom tpan	brace and bits plane, screwdriver fasteners, sandpaper		listen with comprehension
			follow directions punctually and precisely
			use vocabulary basic to pertinent job areas
			use leisure time appropriately
			be aware of and able to use community agencies available for job assistance

[illegible]--EARNING A LIVING AND MANAGING MONEY

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pre as needed an following:
A. Earning a living (continued)		**Value of Experiences**	
		begin to see relationship between work in school and work out of school	appreciate v experiences relate to fu possibilitie
		Abilities and Limitations	
	know what one can do himself and when he needs help See section III. UNDERSTANDING ONESELF, [illegible] RELATIONSHIPS, AND MANAGING PERSONAL AFFAIRS	begin to recognize one's strengths and weaknesses as they relate to job potential	face facts o job requireme understand ef health, trai on one's sui various jobs evaluate pers ties in ligh requirements

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
Value of Experiences		
begin to see relationship between work in school and work out of school	appreciate various work experiences as they relate to future work possibilities	understand that school experiences will be useful in solving job problems
Abilities and Limitations		
begin to recognize one's strengths and weaknesses as they relate to job potential	face facts concerning job requirements understand effects of health, training, etc., on one's suitability for various jobs evaluate personal abilities in light of job requirements	know and accept limitations know and accept abilities work at assigned tasks; overlook unrelated areas or tasks accept constructive criticism with proper perspective protect and maintain health develop cheerful attitude about work

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
A. Earning a living (continued)		Appropriate appearance
	be aware of what attire is proper for various activities, such as an apron to paint, etc.	develop increasing awareness of appropriate ways to protect clothing while working

Level	Intermediate Level	Junior High Level	Senior High Level
following nderstand- ilities	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	Appropriate Appearance		
hat attire various uch as on t, etc.	develop increasing awareness of appropriate ways to protect clothing while working	understand what attire is appropriate at school and on various jobs See section I. HEALTH IN DAILY LIVING	keep properly groomed develop the ability to make objective analyses of the cost, maintenance, and durability of fabrics in relationship to longevity, wear, appearance, and comfort understand the relationship of colors, designs, and sizes of clothing and accessories to the individual figure develop ability to choose attractive color combinations of clothing and accessories appropriate to the occasion develop the knowledge and desire to properly store all types of garments develop ability to determine and use the proper cleaning agents and cleaning techniques for all types of clothing materials

III--EARNING A LIVING AND MANAGING MONEY

	Primary Level	Intermediate Level	Junior Hig
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previ as needed and following:
A. Earning a living (continued)			
		Evaluation	
	begin to evaluate own work with help from adult	begin to accept constructive criticism regarding work begin to accept responsibility for making improvements where indicated in quality and quantity of work	be aware of so basic guidelin evaluation of performance o attendance punctuality appearance cooperation- team work following tions care of mate initiative task complet quality of w loyalty profit from co criticism

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
		develop ability to select and use proper method of completing the laundering (spin, drip dry, press)
Evaluation		
begin to accept constructive criticism regarding work begin to accept responsibility for making improvements where indicated in quality and quantity of work	be aware of and apply basic guidelines for evaluation of one's performance on the job-- attendance punctuality appearance cooperation-- team work following instructions care of materials initiative task completion quality of work loyalty profit from constructive criticism	develop habit of evaluating oneself regarding-- knowledge of job-- knowledge of work proper use and care of tools familiarity with related tasks uses good judgment quality of work-- freedom from error neat work station thoroughness respect for materials quantity of work-- work output (daily unit output expected)

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
A. Earning a Living (continued)		

l	Intermediate Level	Junior High Level	Senior High Level
llowing rstand- :	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
			work habits-- punctual regular attendance adhere to plant policy advise foreman of whereabouts stay on the job do not waste time observe safety precautions work without close supervision
			attitudes-- considerate and cooperative profit from suggestions willing to accept changes interest and initiative
		understand the importance to an employer of having good personal habits and good health	assume initiative in acquiring and maintaining good personal habits and health-- appropriate dress well-groomed appearance no problem with alcohol no apparent new problems able to meet demands of the job
			evidence, acceptance and application of the concepts being taught

XII.--EARNING A LIVING AND MANAGING MONEY

	Primary Level	Intermediate Level	Junior Hig
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previ as needed and following:
A. Earning a Living (continued)			
4. One's future work	See section VI. FAMILY LIVING, page 90, on the roles of mother and father		
	begin to participate in simple home and school chores-- empty wastebaskets set and clear the table put away toys put away personal belongings keep desk neat and clean clean up after crafts work	assume responsibility and initiative for routine home and school chores-- simple housekeeping chores simple yard work putting away supplies cleaning cupboards, blackboards, desks	understand th experiences a time work in school provid opportunities work
B. Concepts of Money Management			
1. Budgeting		Budgeting Concepts	
	be aware that things are not free, someone must pay-- parent self school taxpayer		

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
assume responsibility and initiative for routine home and school chores-- simple housekeeping chores simple yard work putting away supplies cleaning cupboards, blackboards, desks	understand that school experiences and part-time work in junior high school provide training opportunities for future work	participate in and appreciate value of work-study program
Budgeting Concepts		
		understand that a budget is a plan for spending and saving money

	Primary Level	Intermediate Level	Ju
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Conti as ne follo
D. Concepts of Money Management (continued)	be aware of the choice between saving and spending money received from earnings, gifts, and allowances	begin to allocate (to save and to spend) allowance and money earned by mowing lawns, doing chores, helping neighbors, operating paper route, etc.	learn money schoo sav clot bus lun gif ent
		learn to handle money-- count money accurately make change handle lunch money handle bus fare lend and borrow money with discretion	

l	Intermediate Level	Junior High Level	Senior High Level
llowing tand-	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
hoices d spend- d from and	begin to allocate (to save and to spend) allowance and money earned by mowing lawns, doing chores, helping neighbors, operating paper route, etc.	learn to spend wisely money earned from after-school and summer jobs-- savings clothing, cosmetics bus fare lunches gifts entertainment	understand why people budget-- to live within one's income to provide for first things first to build a reserve fund to plan ahead to make wise choices
	learn to handle money-- count money accurately make change handle lunch money handle bus fare lend and borrow money with discretion		understand the goals of budgeting-- to accumulate funds for future use to meet regular and unexpected expenses to have money for pleasure to have money for investment to have money for a definite retirement plan

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pre as needed an following:
D. Concepts of Money Management (continued)		Main Sources of Income	
	recognize sources of income such as-- allowance gifts pay for simple jobs	→ allowance gifts continuing simple jobs-- paper routes baby sitting home chores	develop lab income from and summer j able for ju school stud baby sitt companion person custodial school business nursing hospital housewife' gardener'
		Types of Expenditures	
	be aware of various types of expenditures which can be made from own income-- lunches bus fare entertainment-- hobbies	→ food-- lunches, snacks bus fare entertainment-- movies, sports, hobbies	→ food-- lunches, clothing (items) transport entertain movies, travel,

	Intermediate Level	Junior High Level	Senior High Level
	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	Main Sources of Income		

	→
	allowance
	gifts
	continuing simple jobs--
	  paper routes
	  baby sitting
	  home chores
		develop independent income from after-school and summer jobs available for junior high school students--
		  baby sitter
		  companion for elderly person
		  custodial chores--
		    school
		    businesses
		    nursing homes
		    hospitals
		  housewife's helper
		  gardener's helper
			have some knowledge of adult income sources--
			  wages of parent
			  supplementary incomes from secondary job
			  supplementary incomes from family members' part-time work
			  other--
			    pensions
			    unemployment compensation
			    insurance benefits
			    interest (bonds, savings)
			    Social Security
			    investments (rentals, stocks)

	Types of Expenditures		

ypes
can
--
	→
	food--
	  lunches, snacks
	bus fare
	entertainment--
	  movies, sports, hobbies
		→
		food--
		  lunches, snacks
		clothing (accessory items)
		transportation (bus)
		entertainment--
		  movies, sports, travel, hobbies
			develop awareness and understanding of the wide variety of expenditures made from adult income; i.e., savings--
			  bonds (U. S. Savings)
			  life insurance
			  Social Security

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills	Continue primary level as needed and add the following:	Cont as n foll
B. Concepts of Money Management (continued)	gifts-- friends, family Red Cross, church savings-- saving stamp plan	gifts savings	bu sa
	be aware of wide variety of items purchased for home and family-- foods furniture clothing housing recreation medical savings	begin to recognize which expenditures for home and family have priority over others, using previously learned categories, plus more detailed and personal use items	per fam ing cho nec

...el	Intermediate Level	Junior High Level	Senior High Level
...llowing ...rstand- ...:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
...ily ...church ... plan	gifts savings	beauty aids-- cosmetics, barber and beauty shop savings for major items, gifts, and contributions	pension other savings or investments taxes-- income--federal and state personal property school sales
... variety ...ied for ...--	begin to recognize which expenditures for home and family have priority over others, using previously learned categories, plus more detailed and personal use items	participate with other family members in selecting priorities and purchasing some personal necessities	food-- groceries, milk, meat family meals out daily lunches out beverages between-meal indulgence business or social entertainment clothing-- new clothes for each member upkeep--cleaners, laundry, shoe repair shelter-- rent or mortgage payment taxes--property, school utilities equipment, supplies, maintenance of yard upkeep of house (painting, etc.) insurance on property

11B--EARNING A LIVING AND MANAGING MONEY

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pre as needed and following:
B. Concepts of Money Management (continued)			

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
		health and personal appearance-- medical and dental costs drugstore purchases barber, beauty shop cosmetics health and accident--hospitalization insurance transportation-- automobile-- purchase payment gas and oil license driver's license maintenance, repair insurance parking lot fees bridge tolls public transportation-- bus, train, plane-- cash for fares, tokens, tickets recreation-- vacation fund amusement--movies, sports, hobbies, newspapers, periodicals club dues fees for park and public facilities (camping, swimming, etc.)

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Con as n foll
B. Concepts of Money Management (continued)			
2. Banking services	be aware of banks and have a general understanding of their function begin personal savings ("piggy bank")	develop habit of some regularity in savings understand deposits in a bank must precede withdrawals	kno bet and ope acc enc wit
3. Shopping techniques		**Planning for Efficient Shopping**	
	initiate experiences in shopping by accompanying adults, school excursions, simple classroom units, lunch and snack purchases	assume some responsibility for a variety of simple purchases participate in more elaborate classroom units related to shopping	pla of

	Intermediate Level	Junior High Level	Senior High Level
lowing tand-	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
			advancement (employment and cultural)-- education travel
			miscellaneous-- union dues luxuries (non-essentials) maintenance of pets gifts--Christmas, birthday, etc. allowances for children contributions--church, charity
and der- func- vings	develop habit of some regularity in savings understand deposits in a bank must precede withdrawals	know the difference between checking accounts and savings accounts open personal savings account and gain experience in deposit and withdrawal procedures	understand and increase experiences with-- checking accounts savings accounts other banking services-- safe deposit boxes loans advice on purchases
	Planning for Efficient Shopping		
ces in panying cursions, units, urchases	assume some responsibility for a variety of simple purchases participate in more elaborate classroom units related to shopping	plan and execute a variety of shopping activities-- read ads make shopping lists determine amounts to be spent in relation to funds available	list items needed at store and decide-- on what quality on what quantity where to buy when to buy

120--EARNING A LIVING AND MANAGING MONEY

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previ as needed and a following:
D. Concepts of Money Management (continued)			make judgment ing priorit quality
		Use of Advertisements	
	begin to be aware of various advertisements, such as for toys, games, gifts	increase awareness of advertising-- clothing foods sporting goods cosmetics entertainment	read newspaper comprehension be able to com prices, quantit quality of ite or more adverti develop skill i telephone direc yellow pages li products and se

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	make judgments regarding priorities and quality	know some advantages and disadvantages of shopping at sales
		be cautious of misleading packaging and labeling
Use of Advertisements		
increase awareness of advertising-- clothing foods sporting goods cosmetics entertainment	read newspaper ads with comprehension	seek informative advertisements for comparative shopping
	be able to compare prices, quantity, and quality of item in two or more advertisements	be alert to catchy wording in advertisements-- plus trade-in as is, up to... seconds, irregular
	develop skill in use of telephone directory and yellow pages in locating products and services	know when and how to use telephone in shopping-- use telephone directory yellow page section give adequate description of item observe telephone courtesy

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
		Value of Labels
B. Concepts of Money Management (continued)	understand that pictures and words on food packages tell what is in the package	become aware of labels attached to other products-- clothing cosmetics laundry supplies distinguish between different labels on the same type product
4. Learning how to buy wisely		Food
	understand that food may be purchased in different kinds of stores-- supermarket neighborhood stores specialty stores-- fried chicken hamburgers ice cream pastries accompany adult in shopping for foods-- parents school excursions	begin to obtain experiences in making independent purchases participate in school planned food purchases in conjunction with units of classroom work-- parent teas classroom cooking parties

el	Intermediate Level	Junior High Level	Senior High Level
llowing rstand- :	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	Value of Labels		
pictures d pack- s in the	become aware of labels attached to other products-- clothing cosmetics laundry supplies distinguish between different labels on the same type product	be aware of information to be gained from a good label-- name of manufacturer location of manufacturer materials used (ingredients) size (or quantity) where manufactured	be aware of the use of misleading pictures and terms as inducements to buy products make objective judgments about products based on most factual information available
	Food		
food may different -- stores res-- en . in shop- . ions	begin to obtain experiences in making independent purchases participate in school planned food purchases in conjunction with units of classroom work-- parent teas classroom cooking parties	be familiar with and gain experience in types of markets where food can be purchased-- supermarket independent market specialty stores such as a delicatessen be able to relate Special Class and homemaking class skills to out-of-school food shopping needs	plan well-balanced meals check supplies to determine staples and fresh foods that will be needed understand that groceries may be paid for in cash, by check, food stamps, and through monthly billing know what kinds of checks are accepted in particular stores and how to have them cashed

122--EARNING A LIVING AND MANAGING MONEY

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue prev as needed an following:
B. Concepts of Money Management (continued)			
		Clothing	
	begin to obtain experience in clothing purchases by accompanying parents and other adults on shopping trips	participate in selection of own clothing with regard to use, style, size	exercise ind judgment in minor items ing

	Intermediate Level	Junior High Level	Senior High Level
	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
			be aware of the importance of food grading-- standards for grading different grades of contents
			understand that fruits and vegetables must be fresh because they lose food value rapidly
			when buying meat, be familiar with kinds of meat, cuts of meat, and government grading
			avoid buying excessive bone and fat
			take advantage of "specials" in making purchases
	Clothing		
- ses) p-	participate in selection of own clothing with regard to use, style, size	exercise independent judgment in selecting minor items of clothing	select own clothing, taking into consideration-- needs occupation styles present wardrobe allowance

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
9. Concepts of Money Management (continued)	participate in classroom activities to increase awareness of various kinds and articles of clothing-- clothing scrapbook categorize clothing by seasons, weather	participate in classroom study units pertaining to variations in clothing according to climate, seasons, occupations, style, and special occasion
		Furniture and Major Appliances
	begin to obtain experience in purchase of furniture and major appliances-- accompany adults discuss pictures of furnishings related to room use	→
	understand that furniture and appliances are sold in different kinds of stores-- furniture store appliance store department store used-furniture store	→

l	Intermediate Level	Junior High Level	Senior High Level
llowing rstand- :	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
lassroom crease rious es of stock thing other	participate in classroom study units pertaining to variations in clothing according to climate, seasons, occupations, style, and special occasion	relate Special Class and homemaking class skills to out-of-school clothing purchase demonstrate ability to select clothing appropriate for need and social occasion know accurate sizes of personal clothing	know personal sizes be familiar with various materials and what care different materials require
	Furniture and Major Appliances		
xperi- of fur- appli- is es of related	——→		when buying furnishings consider-- what kind what price payment--cash, installment where to buy--new, used, discount house, want ads
furniture re sold ds of re re re store	——→	use daily newspaper in classroom activities related to advertising for sale and purchase of used furnishings	when buying furniture consider-- quality construction finish of wood upholstery

10.--EARNING A LIVING AND MANAGING MONEY

	Primary Level	Intermediate Level	Junior H
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pr as needed a following:
D. Concepts of Money Management (continued)	participate in classroom activities to increase one's awareness of a variety of furniture and appliances and their uses	participate in classroom study units pertaining to origin of materials from which various household furnishings are made-- wood, steel, aluminum, copper plastic wool, cotton, hemp, nylon, rayon, etc.	relate Spec homemaking, skills to furnishing relate si of furnit space identify of wood, fabrics t ture, ru etc. estimate costs of be aware ment pla understandi different facture th appliance, cost and q be familia names of s major manu

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
participate in classroom study units pertaining to origin of materials from which various household furnishings are made-- wood, steel, aluminum, copper plastic wool, cotton, hemp, nylon, rayon, etc.	relate Special Class, homemaking, and woodshop skills to future home furnishing activities-- relate size and amount of furniture to room space identify various kinds of wood, finishes, and fabrics used in furniture, rugs, draperies, etc. estimate approximate costs of various items be aware of time-payment plan of purchase understand that several different companies manufacture the same type of appliance, varying in cost and quality be familiar with the names of some of the major manufacturers	understand that used furniture in good condition is sometimes better buy than cheap new furniture when buying major appliances-- understand that appliance purchase should be based upon need recognize "brand names" of good reputation be aware of risks involved in buying used appliances; insist on operating demonstration before purchase make inquiries regarding store's reputation for guaranteeing quality and furnishing service

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
B. Concepts of Money Management (continued)		
		Buying From a Catalogue
	understand that items pictured in catalogues may be purchased by mail become familiar with contents of catalogue through classroom use as source of illustrations for various categories of products	develop increased awareness of information contained in catalogues-- size color material used in manufacture cost

	Intermediate Level	Junior High Level	Senior High Level
ding tand-	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
		begin to understand concept of "guarantee"-- what exactly is guaranteed for how long a time	
	Buying From a Catalogue		
tems logues ly mail ith logue time - ness ducts	develop increased awareness of information contained in catalogues-- size color material used in manufacture cost	be familiar with names of some reputable mail-order firms use catalogue index to locate items participate in selection of personal items from catalogue with some assistance, fill out catalogue order form-- item number size color weight cost	be aware of some of the advantages and disadvantages of catalogue buying select items from catalogue discriminating between similar items on basis of style, quality, and price appropriate to own needs fill out order form with minimum of assistance

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pre as needed an following:
3. Concepts of Money Management (continued)		Buying an automobile	
	begin to appreciate the automobile as a mode of transportation	understand that an automobile is both a necessity and a luxury	understand t many expense in owning an purchase p annual lic ense gasoline, ation replacement tires repairs parking an tolls
	begin to be aware of different styles and types of automobiles in relation to their uses-- passenger car taxicab truck bus fire engine racing car	begin to relate price and cost of operation to ability to pay increase awareness of different makes and styles of automobiles	

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
Buying an automobile		
understand that an automobile is both a necessity and a luxury begin to relate price and cost of operation to ability to pay increase awareness of different makes and styles of automobiles	understand there are many expenses involved in owning an automobile-- purchase price annual license, insurance gasoline, oil, lubrication replacement parts tires repairs parking and bridge tolls	recognize and assess need in relation to ability to pay acquire information about car agencies-- new-car dealers used-car dealers private party be aware of function of the auto Blue Book know some of the things to look for in buying a used car and how to obtain expert advice understand some of the ways to finance an automobile-- bank vs agency loans terms insurance requirements know some ways to deal with or avoid pressure tactics-- comparative shopping get assistance in understanding contract

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
B. Concepts of Money Management (continued)		
5. Buying on credit	begin to be aware of cash payment vs credit payment arrangements	→

l	Intermediate Level	Junior High Level	Senior High Level
anding tand-	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
			know and conform to legal requirements regarding transfer of title (legal transactions vs "stolen car" transactions)
of credit ate	——→	become aware that it is sometimes a convenience and a necessity to buy "on credit" understand one's responsibility to make payment when due understand purpose, value, and disadvantage of credit cards-- convenient need to carry less cash consequences of loss, theft, or illegal use	understand that "credit" means deferring all or part of the cost of an item until a specified later date know types of sales credit-- thirty day, ninety day same as cash, revolving charge know some of the advantages and disadvantages of a charge account know how to open and how to use a charge account know wise use and protection of credit cards (do not lend; report loss immediately)

105--EARNING A LIVING AND MANAGING MONEY

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previ as needed and following:
B. Concepts of Money Management (continued)			
6. Buying on installment	be aware of installment purchasing	→	become aware t major purchase made with inst ments understand re sibility to m ments when th begin to und of the penalti payment-- repossessio added servic loss of cre
7. Borrowing money	be aware that it costs to borrow money	understand that when one borrows money, it must be repaid	understand th pay a fee pl when borrowi of money

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
⟶	become aware that certain major purchases may be made with monthly payments understand one's responsibility to make payments when they are due begin to understand some of the penalties for nonpayment-- repossession added service charge loss of credit rating	know that installment buying is an arrangement whereby the cost of a major purchase is paid in small equal amounts over a specified period of time; i.e., 12 months, 2 years, etc. understand difference between charge accounts and installment credit know what things an installment credit contract should show consider, before signing an installment contract-- need vs ability to pay job security
understand that when one borrows money, it must be repaid	understand that one must pay a fee plus interest when borrowing large sums of money	understand-- borrowing is a form of credit how to obtain a loan types of loans where you can borrow money

	Primary Level	Intermediate Level	Jun
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Contin as nee follow
B. Concepts of Money Management (continued)			
6. Buying a home	understand that some people rent a house and some people own their homes See section VI, FAMILY LIVING	increase awareness of types of homes, neighborhoods	begin home, propert partic keep underst of a h invest

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
		guidelines for borrowing-- Do I need it? Can I repay it? Is this the amount I need? Am I borrowing at the lowest rate? Do I understand the contract? Truth in Lending (simple interest, etc.)
Increase awareness of types of homes, neighborhoods	begin to understand why, how, and when people pay property taxes	know some of the reasons for home ownership, renting, government housing, and rent supplements
	participate in home upkeep and repair	be aware of costs of home ownership-- loan payments (mortgage) taxes insurance upkeep
	understand that purchase of a home is a major investment	be aware of importance of location of home-- near work, school, shopping, transportation, parks, etc.

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pr as needed a following:
8. Concepts of Money Management (continued)			
9. Insurance			Begin to und concept of i financial ai sickness, ac

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
		know what to look for inside and outside the house-- basic structure evident needed repairs observe rules for wise buying-- have a steady job first be sure of where you want to live for a long time study all extra costs of a home, besides payment get help of experts-- real estate agent real estate appraiser lawyer have title insurance, property and mortgage insurance
	begin to understand the concept of insurance as a financial aid in case of sickness, accident, death, loss of property or	be aware of many kinds of insurance be aware of factors to be considered in selecting a

	Primary Level	Intermediate Level	A
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Cont as n foll
3. Concepts of Money Management (continued)		Automobile Insurance	Be a of c wil
		Home Insurance	

vel	Intermediate Level	Junior High Level	Senior High Level
following erstand- ies	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	Automobile Insurance		
		be aware of consequences of operating uninsured vehicles	be aware of various aspects of automobile insurance-- public liability and bodily injury property damage collision (deductible clause) medical payments
			know procedure to follow after an auto accident (see State Vehicle Code)
			be aware of factors which contribute to the cost of auto insurance
	Home Insurance		
			have some understanding of the coverage provided by-- fire insurance extended coverage personal liability insurance theft insurance homemaker's policy

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	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previ as needed and following:
B. Concepts of Money Management (continued)		Life Insurance	

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
Life Insurance		
		have a general idea of the basic functions of-- term insurance straight life limited payment life endowment
		understand-- needs for life insurance factors contributing to the cost of life insurance
		why buy-- term insurance straight life payment life endowment insurance
		some policies have special features-- double indemnity disability income factors which may cancel your insurability (flying, drunk driving, etc.)

	Primary Level	Intermediate Level	J
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Conti as t foll
B. Concepts of Money Management (continued)		Health and Accident Insurance	

	Intermediate Level	Junior High Level	Senior High Level
ing -	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	Health and Accident Insurance		
			be aware of types of insurance available-- accident loss of income general medical expense hospital expense major medical expense surgical medical workmen's compensation
			determine amount and kind based on individual need
			be aware of factors which contribute to the cost
			be aware of types of insurance for old age and unemployment protection-- Social Security unemployment insurance pension

III.--[illegible]

	Readiness Level to M.A. 5-6	Primary Level (M.A. 5-6 to 7-0)	Intermediate Level M.A. 7-0 to 9-6	Ju
	Establish the following attitudes, understandings, and skills:	Continue readiness level as needed and add the following:	Continue previous levels as needed and add the following:	Co lev add
C. Fundamental Arithmetic Skills and Applications	Apply arithmetic skills as needed in all continuing life pr pupils in learning to make practical applications of arithme			
1. Number concepts and relationships			Counting	
	rote counting to 10	rote counting to 100 by 1's	counting by 2's to 100	cou e
	rational counting	rote counting by 10's	counting by 10's extended beyond 100	cou gr
		rote counting to 20 by 2's	counting by 5's to 100	
		rational counting to 20 by 2's	counting by 3's to 36	
			counting by 100's to 1000	
	ordinal to 5th	ordinal to 31st	odd and even numbers	or
			Arabic Numerals	
	one through 5-- reading meaning writing	base numbers	numbers to 1000	Re nu
		numbers from 1 to 100	reading telephone and address numbers	c t
		concept of 0		
	serial order of numbers			

rimary Level .A. 3-0 to 7-0	Intermediate Level G.A. 7-0 to 9-6	Junior High Level G.A. 6-6 to 11-6	Senior High Level G.A. 7 to 12 +
tinue readiness l as needed and the following:	Continue previous levels as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

s skills as needed in all continuing life problems at all levels, to assist
ing to make practical application of arithmetical facts and number concepts.

Counting

e counting to 100 y 1's	counting by 2's to 100	counting by 1000's, etc.	→
e counting by 10's	counting by 10's extended beyond 100	counting by dozens gross and ream	
e counting to 20 y 2's	counting by 5's to 100		
ional counting e 20 by 2's	counting by 3's to 36		
	counting by 100's to 1000		
inal to 21st	odd and even numbers	ordinal to 101st	

Number Concepts

n numbers bers from 1 to 0	numbers to 1000	reading of larger numbers-- millions billions	→ telephone area code Social Security number
	reading telephone and address numbers		
ept of 0			

	Readiness Level to M.A. 5-6	Primary Level M.A. 5-6 to 7-0	Intermediate L M.A. 7-0 to
	Establish the following attitudes, understandings, and skills:	Continue readiness level as needed and add the following:	Continue previo levels as need add the follow
6. Fundamental Arithmetic Skills and Applications (continued)	recognize number groupings to 6	recognize number groupings to 12 (dozen, foot), pair	
		Number Relationships	
	one to one correspondence-- all, none too many enough not enough	→ some, few how many more are needed less than	→ double, tripl
	vocabulary of comparison-- more and less	→ more than as many as few as	
		place value-- ones and tens	→ concept of hu dreds, ones, tens, hundre
			relationship be dollar and hund
			comparison of l numbers

EARNING A LIVING AND MANAGING MONEY--135

Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	Junior High Level M.A. 8-6 to 11-6	Senior High Level M.A. 7 to 12 +
Continue readiness level as needed and add the following:	Continue previous levels as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
recognize number groupings to 12 (dozen, foot), pair			
Number Relationships			
→ some, few how many more are needed less than	→ double, triple	→ average	
→ more than as many as few as			
place value-- ones and tens	→ concept of hundreds, ones, tens, hundreds	→ ones, tens, hundreds, thousands, ten thousand, hundred thousand	
	relationship between dollar and hundreds	concept of average concept of percent	
	comparison of large numbers	scale drawings-- maps	

	Readiness Level to M.A. 5-6	Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	Juni M.:
	Establish the following attitudes, understandings, and skills:	Continue readiness level as needed and add the following:	Continue previous levels as needed and add the following:	Conti level add t
C. Fundamental Arithmetic Skills and Applications (continued)			**Size**	
2. Measurement	big, little	comparative sizes-- big, bigger, biggest small, smaller, smallest	→	cloth other siz sa li sh
			Form	
	square circle, round triangle	rectangle straight	diamond curve	surfa measu are squ s perim diame area

Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	Junior High Level M.A. 6-6 to 11-6	Senior High Level M.A. 7 to 12 +
ntinue readiness vel as needed and d the following:	Continue previous levels as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
Size			
mparative sizes-- big, bigger, biggest small, smaller, smallest	→	clothing sizes other standard sizes-- nail size light bulb needle, thread	→ drill bits tires commercial packaging-- family size giant large economy
Form			
ctangle raight	diamond curve	surface measure- ments-- area square measure-- square inches perimeter diameter area plans	→ solid measurement con- cepts-- cube cone

	Readiness Level to M.A. 5-6	Primary Level M.A. 5-6 to 7-0	Intermediate M.A. 7-0 to
	Establish the following attitudes, understandings, and skills:	Continue readiness level as needed and add the following:	Continue previ levels as neede add the followi
C. Fundamental Arithmetic Skills and Applications (continued)		**Position**	
	location terms-- on, under, over in, out in front of, behind beginning, end first, last	→ before, after, between left, right high, low above, below bottom, top middle far, near beside around	→ center, edge left and right directions-- "Go three ste the right." left and right positional ter "The house o the right."
		Linear Measure	
	height--tall, short length--long, short distance--near, far	comparative terms-- height-- taller, tallest shorter, shortest length-- longer, longest shorter, shortest	estimate heigh concepts of-- length, widt depth, heigh concept of a p mile use of ruler t inch

	Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	Junior High Level M.A. 8-6 to 11-6	Senior High Level M.A. 9 to 12 +
- , and	Continue readiness level as needed and add the following:	Continue previous levels as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	Position			
	→	→	→	
r	before, after, between	center, edge	level, story (building)	
behind	left, right high, low above, below bottom, top middle far, near beside around	left and right as directions-- "Go three steps to the right." left and right as positional terms-- "The house on the right."	scale of miles	
	Linear Measure			
rt rt ler	comparative terms-- height-- taller, tallest shorter, shortest length-- longer, longest shorter, shortest	estimate height concepts of-- length, width, depth, height concept of a yard, mile	extensions and applications-- square inch square foot, yard square mile	
		use of ruler to inch	use of ruler to 1/2" and 1/4"	→ 1/8", 1/16", 1/32"

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	Readiness Level to M.A. 5-6	Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6
	Establish the following attitudes, understandings, and skills:	Continue readiness level as needed and add the following:	Continue previous levels as needed and add the following:
C. Fundamental Arithmetic Skills and Applications (continued)		use of ruler-- awareness as an instrument of measurement inches and foot reading the ruler; using ruler for drawing lengths; reading and writing inches and foot	use of yardstick and tape measure
		distance-- block, mile	distance-- miles per hour
			Temperature
	hot and cold; warm and cool	freezing, boiling	→
	thermometer-- awareness of its use as an instrument for measuring temperature	approximate reading of the temperature	exact reading of a thermometer

...mary Level ...5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	Junior High Level M.A. 8-6 to 11-0	Senior High Level M.A. 7 to 12 +
...e readiness ...es needed and ...e following:	Continue previous levels as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
...f ruler--	use of yardstick and tape measure	use of carpenter's ruler	
...ruler as an ...rument of ...surement			
...es and feet ...ing the ruler; ...g ruler for ...ing lengths; ...ing and writ- ...inches and ...			
...ce-- ...t, mile	distance-- miles per hour	distance-- speedometer odometer	
	Temperature		
...ng, boiling	——→	normal body temperature 98.6°	water freezes at 32° concept of zero-- above zero below zero
...imate reading ... temperature	exact reading of a thermometer	various types of thermometers	

	Readiness Level to M.A. 5-6	Primary Level M.A. 5-6 to 7-0	Intermediate Le M.A. 7-0 to 9-
	Establish the following attitudes, understandings, and skills:	Continue readiness level as needed and add the following:	Continue previou levels as needed add the followin
6. Fundamental Arithmetic Skills and Applications (continued)		Time	
	day, night morning, afternoon	noon, evening	A.M., P.M.
	today, tomorrow, yesterday		
	days of week as related to day	names and sequence of days of the week	reading and writi days of the week
	calendar--	calendar--	calendar--
	awareness of and the terms "month" and "year"	concept of week names of months in relation to this month, last month, next month	names of month in sequence concept of yea in months, wee days transposing wri form (Wednesda February 11, 1 2/11/70)
	clock--	clock--	clock--
	awareness of as an instrument to measure time	tell time to hour and half hour-- half past	tell time to quarter hour-- quarter past quarter to (

Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	Junior High Level M.A. 8-6 to 11-6	Senior High Level M.A. 7 to 12 +
Continue readiness level as needed and add the following:	Continue previous levels as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
Time			
noon, evening	A.M., P.M.		
names and sequence of days of the week	reading and writing days of the week		
calendar--	calendar--	calendar--	calendar--
concept of week names of months in relation to this month, last month, next month	names of months in sequence concept of year in months, weeks, days transposing written form (Wednesday, February 11, 1970 to 2/11/70)	concepts of annual, quarterly, century, leap year concept of time-line	concept of centennial interval between two given dates
clock--	clock--	clock--	
tell time to hour and half hour-- half past	tell time to quarter hour-- quarter past quarter to (of)	tell time to minute and read second hand	

[illegible]

	Readiness Level to M.A. 5-6	Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6
	Establish the following attitudes, understandings, and skills:	Continue readiness level as needed and add the following:	Continue previous levels as needed and add the following:
C. Fundamental Arithmetic Skills and Applications (continued)			tell time to five-minute intervals
			concept of seconds; awareness of second hand
		acquaintance with terms "hour" and "minute" and some concept of their relative duration	some concept of the relative duration of hour, minute, second
			writing time (10:15)
	seasons--	seasons--	seasons--
	awareness that there are four seasons	names of seasons in relation to activities and holidays	names of seasons in sequence
	concept of age in years	correct age and birthday	

Primary Level A., 5-6 to 7-0	Intermediate Level M.A., 7-0 to 9-6	Junior High Level M.A., 8-6 to 11-6	Senior High Level M.A., 7 to 12 +
ntinue readiness el as needed and the following:	Continue previous levels as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	tell time to five-minute intervals		
	concept of seconds; awareness of second hand		
acquaintance with terms "hour" and "minute" and some concept of their relative duration	some concept of the relative duration of hour, minute, second	time zones in the United States daylight saving time hours worked	figure time in another time zone in the United States operate a time clock
	writing time (10:15)		
easons--	seasons--		
names of seasons in relation to activities and holidays	names of seasons in sequence		
correct age and birthday			

	Readiness Level to M.A. 5-6	Primary Level M.A. 5-6 to 7-0	Intermediate M.A. 7-0 to
	Establish the following attitudes, understandings, and skills:	Continue readiness level as needed and add the following:	Continue prev levels as nee add the follo
C. Fundamental Arithmetic Skills and Applications (continued)		**Money**	
	awareness of various coins	know different coins-- penny, nickel, dime, quarter, half-dollar	concept of-- quarter half-dollar dollar
		know cent sign (¢)	write dollars cents ($1.75) equivalent va of money
	awareness of need for coins in buying things at the store	know the value and relative purchasing power of the coins	
		equivalencies of pennies, nickels, and dimes	
		counting combinations of pennies, nickels, and dimes	counting mone
		make change for a nickel and for a dime	making change

(See this section, D, Concepts of Money Managem

Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	Junior High Level M.A. 8-6 to 11-6	Senior High Level M.A. 7 to 12 +
Continue readiness level as needed and add the following:	Continue previous levels as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
Money			
know different coins-- penny, nickel, dime, quarter, half-dollar	concept of-- quarter half-dollar dollar	concept of keeping simple cash accounts-- receipts expenditures balance	
know cent sign (¢)	write dollars and cents ($1.75) and equivalent values of money		
know the value and relative purchasing power of the coins		concept of banking and related (simple) vocabulary-- withdraw deposit writing checks	
equivalencies of pennies, nickels, and dimes			
counting combinations of pennies, nickels, and dimes	counting money	types of purchasing-- cash credit installment	
make change for a nickel and for a dime	making change	budgeting	
		wage and hour computations	salary-- gross withholding net

ection, B. Concepts of Money Management, pages 111-113))

III--EARNING A LIVING AND MANAGING MONEY

	Readiness Level to M.A. 5-6	Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6
	Establish the following attitudes, understandings, and skills:	Continue readiness level as needed and add the following:	Continue previous levels as needed and add the following:
C. Fundamental Arithmetic Skills and Applications (continued)			Weight
	heavy and light	pound as a measurement of weight	concept of-- ounce half and quarter pound ton
		read bathroom scale to nearest decade number	
			Liquid Measure
	awareness of containers as instruments for measuring liquid	spoon, cup pint, quart	concept of ounce
			equivalencies-- cup, half pint
	relative capacity	empty, full	pint, quart, and gallon
			Dry Measure
	awareness of containers as instruments for measuring dry materials	spoon, cup pint, quart	bushel
	relative capacity		

imary Level . 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	Junior High Level M.A. 8-6 to 11-6	Senior High Level M.A. 7 to 12 +
inue readiness l as needed and the following:	Continue previous levels as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
Weight			
l as a measure- of weight	concept of-- ounce half and quarter pound ton	→	
bathroom scale earest decade r			
Liquid Measure			
t, cup , quart	concept of ounce equivalencies-- cup, half pint	equivalents-- 8 oz. = 1 cup teaspoon, tablespoon, and their equivalency	equivalents-- 4 oz. = 1/2 cup 2 oz. = 1/4 cup
y, full	pint, quart, and gallon	equivalents-- 2 cups = 1 pint 2 pints = 1 quart 4 quarts = 1 gallon	→
Dry Measure			
t, cup , quart	bushel	peck	

	Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	J
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Cont as n follo
C. Fundamental Arithmetic Skills and Applications (continued)			
3. Fundamental operations		Addition	
	horizontal and vertical forms		
	appropriate signs		
	addition facts of sums of 10 and under	addition facts with sums through 18	mast
	single column addition with sums of 10 and under	column addition	
		addition of two-place and three-place numbers	four- abov
		carrying	
	addition terms-- answer, problem, count, add to	——→ plus, column, carry	—— su
		Subtraction	
	horizontal and vertical forms; term "take away", appropriate sign (-)	terms-- minus, difference, borrow	term re

EARNING A LIVING AND MANAGING MONEY--113

l -0)	Intermediate Level M.A. 7-0 to 9-6	Junior High Level M.A. 8-6 to 11-6	Senior High Level M.A. 7 to 12 +
llowing rstand- .	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	Addition		
rtical			
.			
sums of	addition facts with sums through 18	mastery of addition facts	
ition nd	column addition		
	addition of two-place and three-place numbers	four-figure addends and above	
	carrying		
	→	→	→
s,	plus, column, carry	sum, total	sub-totals
	Subtraction		
rtical e away", (-)	terms-- minus, difference, borrow	terms-- remainder	

11A--EARNING A LIVING AND MANAGING MONEY

	Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	Junior Hi M.A. 9-6
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pre as needed an following:
6. Fundamental Arithmetic Skills and Applications (continued)	subtraction facts of minuends of 10 and under	subtraction facts with minuends through 18	mastery of s facts
		two- and three-place subtraction and borrowing	four-figure
		Multiplication	
		multiply by 2, 3, 4, 5, 6, and 10	multiply by
		carrying in multiplication	two-figure
		zero in the multiplicand	three-figure
		Division	
		divide by 2, 3, 4, 5, and 6	divide by 7,
		even division	two-figure d three-figure
		uneven division	
		carrying in division	
		checking division	

Intermediate Level M.A. 7-0 to 9-6	Junior High Level M.A. 8-6 to 11-6	Senior High Level M.A. 9 to 12 +
ontinue primary level s needed and add the ollowing:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
ubtraction facts with inuends through 18	mastery of subtraction facts	
wo- and three-place ubtraction and borrowing	four-figure minuends	
Multiplication		
ultiply by 2, 3, 4, 5, , and 10	multiply by 7, 8, and 9	
arrying in multiplication	two-figure multipliers	
eros in the multiplicand	three-figure multipliers	
Division		
ivide by 2, 3, 4, 5, nd 6	divide by 7, 8, and 9	
ven division	two-figure divisors and three-figure divisors	
neven division		
arrying in division		
hecking division		

	Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
6. Fundamental Arithmetic Skills and Applications (continued)		**Fractional Parts**
	concept of half	concept of--
	reading and writing half, one-half, and 1/2	thirds--reading and writing one-third and 1/3
		fourths--reading and writing one-fourth, 1/4, quarter, three-fourths, and 3/4
		Part of a Group
	half of a group-- half of two half of four half of six	→ half of eight half of ten half of twelve-- half dozen half a foot third of 3, 6, 9, and 12 fourth of 4, 8, and 12 fifth of 5 and 10
4. Fractions and decimals		**Adding Like Fractions**

evel o 7-0	Intermediate Level M.A. 7-0 to 9-6	Junior High Level M.A. 8-6 to 11-6	Senior High Level M.A. 9 to 12 +
following erstand- ing	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	Fractional Parts		
f	concept of--	fractional equivalents-- 2/4 = 1/2 3/6 = 1/2 4/8 = 1/2 2/6 = 1/3 6/8 = 3/4	
iting , and 1/2	thirds--reading and writing one-third and 1/3		
	fourths--reading and writing one-fourth, 1/4, quarter, three-fourths, and 3/4		
	Part of a Group		
p--	⟶		
	half of eight half of ten half of twelve-- half dozen half a foot third of 3, 6, 9, and 12 fourth of 4, 8, and 12 fifth of 5 and 10		
	Adding Like Fractions		
		simple fractions whole numbers and fractions mixed numbers	

116—BUDGETING A LIVING AND MANAGING MONEY

	Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	Junior M.A. (
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue p as needed following:
C. Fundamental Arithmetic Skills and Applications (continued)		**Subtracting Like Fractions**	
			simple fr whole num number mixed num number
		Decimals	
			decimal p to writing cents-- 1 unit =

	Intermediate Level M.A., 7-0 to 9-6	Junior High Level M.A., 8-6 to 11-6	Senior High Level M.A., 7 to 12 +
ng s-	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	Subtracting Like Fractions		
		simple fractions whole number from mixed number mixed number from mixed number	
	Decimals		
		decimal point in relation to writing dollars and cents-- 1 unit = $1.00	fraction-decimal equivalents-- 1/4 = .25 1/2 = .50 3/4 = .75 1/10 = .10

VIII. TRAVELING AND MOVING ABOUT THE C

While many persons travel extensively throughout their adult lives in modern-day society, research studies indicate that the mentally retarded usually remain within the community in which they grow up. The reason for this less mobile pattern has been stated as the desire on the part of the persons with lower intellectual potential to remain within the immediate environment with which they are familiar. Because of this, it becomes increasingly important to assist Special Class pupils to become as familiar as possible with the community in which they live and the modes of transportation available to them. Although the foregoing

is usually true,
of problems met

The habits, atti
about from place
tation are essen
the complex and
to develop atti
giving and follo
travel, anticipa
one's way, and u

II. TRAVELING AND MOVING ABOUT THE COMMUNITY

ct their adult
indicate that
e community
es mobile
art of the
remain within
familiar.
rtant to
liar as
and the modes
the foregoing

is usually true, it should not preclude some exposure to the kinds of problems met in travelling beyond the immediate community.

The habits, attitudes, skills, and information necessary for moving about from place to place and using private and public transportation are essential to pleasant and efficient participation in the complex and mobile society we live in today. It is necessary to develop attitudes of acceptable behavior and such skills as giving and following directions, planning and preparation for travel, anticipating and meeting certain travel problems, finding one's way, and using maps and directories.

118--TRAVELING AND MOVING ABOUT IN THE COMMUNITY

	Primary Level	Intermediate Level	Junior H
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pr as needed a following:
		Why People Travel	
	know some of the reasons why people travel--	→	→
	to go to school to go to work	to secure work or a livelihood	
	to go to church to go to the theatre	to learn new ideas	
	to secure things we need-- groceries clothing medicine services	to carry products to and from the market	
	for pleasure		
	for space travel	→	to learn a and thing
		How People Travel	
	recognize different ways to travel-- walking riding bicycle riding motorcycle riding in-- automobile, bus, taxi cab, train, boat, airplane, spaceship	know many ways people may travel and the places appropriate for their use-- land--walking, riding a horse, car, truck, taxi, bus, streetcar, train, bicycle, motorcycle	recognize t distance a factors in tion of mod travel

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
Why People Travel		
→	→	→
to secure work or a livelihood		
to learn new ideas		to see new things
to carry products to and from the market		to gain new experiences
→	to learn about space and things in space	→
How People Travel		
know many ways people may travel and the places appropriate for their use--	recognize time and distance as important factors in the selection of mode of travel	select mode of travel, taking into consideration-- distance time required expense comfort convenience
land--walking, riding a horse, car, truck, taxi, bus, streetcar, train, bicycle, motorcycle		

Primary Level	Intermediate Level
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
	air--plane, spaceship
	water--swimming, boat, ship
	underground--tunnels, subways
is aware that it takes time to get to school	is aware that different modes of travel require different amounts of time in relation to distance traveled
	Travel in the Neighborhood
know the name of the street where one lives	know the names of a number of streets in the immediate neighborhood
go to neighborhood stores and homes of friends, play areas, and the library unattended, with parental permission	know own address move about the neighborhood independently
begin to understand direction in relationship to school, home, main streets in the neighborhood	learn compass directions--north, south, east, west

	Intermediate Level	Junior High Level	Senior High Level
ing p-	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	air--plane, spaceship	→	
	water--swimming, boat, ship	→	
	underground--tunnels, subways	→	
es l	is aware that different modes of travel require different amounts of time in relation to distance traveled	→	
	Travel in the Neighborhood		
-e	know the names of a number of streets in the immediate neighborhood know own address move about the neighborhood independently	know the location by street name of various places in or near one's neighborhood--schools, post office, stores, bank, library, police station, fire station know own street and apartment number	
p- .	learn compass directions--north, south, east, west	know compass directions in relation to one's neighborhood streets, home, and school	give directions to others for reaching specific places in the neighborhood

150--TRAVELING AND MOVING ABOUT IN THE COMMUNITY

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pre as needed an following:
			understand ho are numbered to locate pl address
			travel about borhood free unsupervised
	walk or travel to and from school on public bus unattended	learn bus route for own neighborhood	
	learn bus stops for home and school	learn bus stops for immediate neighborhood	use more th route indepe
	understand that the bus arrives at a certain time	understand that buses run according to a time schedule	make use of time schedul
		know time for getting a bus to and from school	
	begin to develop spatial relationships, as of self to things in the environment (position of door or window in relation to self)	draw simple map of classroom to show location of equipment, exits, etc.	begin to und read neighbo in detail
		begin to understand and read very simple street maps	
		begin to be able to locate self on a simple street map	

Intermediate Level	Junior High Level	Senior High Level
ntinue primary level needed and add the llowing:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	understand how streets are numbered and be able to locate places by address	
	travel about one's neigh- borhood freely and unsupervised	→
arn bus route for s neighborhood		
arn bus stops for mediate neighborhood	use more than one bus route independently	→
derstand that buses s according to a time hedule	make use of simplified time schedules	→
ow time for getting a s to and from school		
aw simple map of class- om to show location of uipment, exits, etc.	begin to understand and read neighborhood maps in detail	use neighborhood maps and other directional aids effectively
gin to understand and ad very simple street ps		
gin to be able to locate lf on a simple street p		

	Primary Level	Intermediate Level	Jun
	Establish the following attitudes, understandings, and skills	Continue primary level as needed and add the following:	Contin as need follow
		begin to locate school, home, and neighborhood stores, etc., on simple maps	
	learn safety rules which pertain to movement in the neighborhood-- pedestrian bicycle passenger	observe safety rules for moving about in the neighborhood (See section II. SAFETY IN DAILY LIVING)	know t ing to lic traf
	recognize "Block Parent" sign		
	go to Block Parent for help when lost	know how to ask for and follow simple directions	——→
	stay in familiar places when alone	when lost, obtain directions from policeman, service station attendant, bus driver	
	talk only to familiar people when asking directions		

	Intermediate Level	Junior High Level	Senior High Level
ding d-	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	begin to locate school, home, and neighborhood stores, etc., on simple maps		
hich in	observe safety rules for moving about in the neighborhood (See section II. SAFETY IN DAILY LIVING)	know traffic code pertaining to bicycles-- license requirements traffic rules	know traffic code pertaining to-- obtaining driver learning permit penalties for violations of traffic rules penalty for driving without a license requirements for operation of motorcycle, "mini-bike," etc. insurance obtaining a driver's license
ent*			
for	know how to ask for and follow simple directions	→	follow verbal directions accurately and be able to assist others
ons r	when lost, obtain directions from policeman, service station attendant, bus driver		

[illegible]--TRAVELING AND MOVING ABOUT IN THE COMMUNITY

Primary Level	Intermediate Level	Junior
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue p as needed following:
	Travel in the Community	
know the name of city	→	→
learn safety rules for riding on moving vehicles (See section II, SAFETY IN DAILY LIVING)	travel effectively with groups using public transportation	use good t
learn to be quiet and orderly on the bus get on and off bus safely	travel on the bus independently after being taught or shown where to get on/off and the number of the bus line	use more th route indep
	begin to understand and read very simple street, city, and county maps	begin to l locate plac strange se verbal i telephon city map
	begin to locate self on a simple street, city, and county map	
	travel (by foot, bicycle, or bus) to places one has frequently visited-- places of amusement hospital library shopping centers	understand may be fou telephone
		know how t way in sto buildings

	Intermediate Level	Junior High Level	Senior High Level
ng -	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	Travel in the Community		
	→	→	→
r cles ITY	travel effectively with groups using public transportation	use good travel manners	→
ly	travel on the bus independently after being taught or shown where to get on/off and the number of the bus line	use more than one bus route independently	travel about the Bay Area freely-- bus, taxi cab, automobile, BART
	begin to understand and read very simple street, city, and county maps	begin to learn how to locate places in a strange neighborhood-- verbal inquiry telephone directory city map	locate streets, parks, and public buildings on city map
	begin to locate self on a simple street, city, and county map		
	travel (by foot, bicycle, or bus) to places one has frequently visited-- places of amusement hospital library shopping centers	understand that addresses may be found in the telephone directory	locate addresses in telephone directory obtain bus routing over telephone from AC Transit
		know how to find one's way in stores and public buildings	know location of important public buildings

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	C a f
		know how to ask for directions to places some distance away	—
		Travel in the Expanded Communit	
	recognize name of state	know name of state	k l c
	recognize name of some surrounding cities such as San Francisco, Berkeley, San Leandro, Hayward	know names of some major cities in the state and have some idea whether they are located north, south, east, or west of Oakland	k s l
	recognize the name of our country	know the name of the country	k c t
			p t
			t i

	Intermediate Level	Junior High Level	Senior High Level
nding and-	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	know how to ask for directions to places some distance away	⟶	know names and locations of suburbs and how to reach them on BART or AC Transit
			learn to use private vehicle skillfully (Driver Education and Training)
	Travel in the Expanded Community		
state	know name of state	know location of state in relation to the rest of the country	
some such ro,	know names of some major cities in the state and have some idea whether they are located north, south, east, or west of Oakland	know names of adjacent countries and their location (north or south)	have some knowledge of a few historical sites, park areas, and other places of interest
of	know the name of the country	know location of the country in relation to the rest of the globe	be aware of relationships between earth and other celestial bodies
		participate in planning trips	know how to plan trips (including map reading and understanding travel guides)
		begin to learn to use maps in planning to travel	

15.--TRAVELING AND MOVING ABOUT IN THE COMMUNITY

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previo as needed and a following:
	know that people travel on train, bus, airplane, boat	be aware of some of the reasons people use different modes of transportation	can get to bus, or airline stat
	be aware that people travel to and from many countries in the world	know the names of adjacent countries and ways of traveling to reach them	know names of c connected with history and cur events of our c
		be aware of space travel	——→
			assist in the of appropriate for travel
			assist in packi ing and persona for travel

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
		know how to travel by private vehicle
		read and understand highway number signs and other road signs
be aware of some of the reasons people use different modes of transportation	can get to bus, train, or airline stations	know how to travel by train, bus, airplane, boat
know the names of adjacent countries and ways of traveling to reach them	know names of countries connected with the history and current events of our country	know enough world geography to get along know how to meet language and other unique problems when traveling
be aware of space travel	→	
	assist in the selection of appropriate clothing for travel	select clothing appropriate for one's trip
	assist in packing clothing and personal effects for travel	pack clothing and personal effects efficiently and neatly

IX. USING LEISURE TIME

While it is generally recognized that everyone must use his leisure time wisely, the Special Class pupil finds it particularly difficult to cope with this problem. When he reaches the stage where he is motivated and ready to learn certain leisure-time activities, his peer group has passed him by. In addition, he often does not possess the imagination to visualize constructive ways of using his leisure time. Because of his limited mental capacity, he is unable to understand many of the concepts necessary to appreciate and enjoy such sources as lectures, symphony concerts, operas, and art galleries. The school faces the problem of helping the Special Class pupil carefully select, appreciate, and participate in leisure activities that are not dependent on a high degree of mental functioning for enjoyment.

Another problem is the comparatively low wage-earning ability of the mentally retarded person. Experience has shown that he must rely heavily upon such leisure-time pursuits as movies, spectator events, sports, and amusement parks. The school must help him learn to make use of free and inexpensive activities such as those available in neighborhood recreational centers and those he can pursue in his own home.

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IX. USING LEISURE TIME

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Due to a tendency toward a shortening of the workweek, a later age of initial employment, and an increasingly early age of retirement from productivity, there is a significant increase in leisure time for all persons.

Research indicates that one of the primary reasons for the mentally retarded being admitted to or having to remain in state hospitals and institutions is that they have difficulty in using their leisure time in socially acceptable ways. It is during those periods of time when these persons are not bound by the routines of their job or are not sleeping that they are more susceptible to becoming involved in antisocial activities, are picked up as vagrants, or in other ways get into difficulty which often results in their being taken into custody.

In summary, the school should introduce the Special Class pupil to such activities as play, games, sports, art, music, crafts, use of radio and television, organized club programs, and other activities which will acquaint him with facilities in his community which afford lasting and worthwhile-leisure time pursuits.

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pr as needed an following:
A. Informal Social Activities	play with other children-- during recess and other free time at school in the neighborhood	seek and participate in group activities-- playing with friends family activities	identify wit informal gr begin to t in joining ties and c
B. Games and Sports	participate in simple, organized games-- begin to understand that games have rules begin to understand the concept of "taking turns"-- lotto, bingo, hide-and-seek, tag, jump rope, races, leap frog	participate in a wider variety of simple, organized games-- understand and play by rules begin to understand concept of winning and losing-- kickball, baseball, tetherball, relays, tag, jacks, marbles, simple card and board games (old maid, checkers, dominoes)	begin to par organized te know how b basketball ball are p begin to p sportsman intramur athletic card gam

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
seek and participate in group activities-- playing with friends family activities	identify with formal and informal groups-- begin to take initiative in joining school activities and clubs	begin to engage in adult-type activities within a group-- initiate, plan and assume some responsibility
participate in a wider variety of simple, organized games--	begin to participate in organized team sports--	actively participate in organized team sports--
understand and play by rules	know how baseball, basketball, and football are played	understand rules of a variety of team and individual sports
begin to understand concept of winning and losing--	begin to practice good sportsmanship--	understand and practice good sportsmanship
kickball, baseball, tetherball, relays, tag, jacks, marbles, simple card and board games (old maid, checkers, dominoes)	intramural or school athletic team sports card games, checkers	pursue one or more sports as personal, leisure-time activity-- bowling, swimming, basketball, baseball

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
C. Crafts and Hobbies	engage in individual activities-- play with toys appropriate to age and sex-- puzzles, books, drawing, coloring, wagon, bicycle, balls, dolls, dishes television, radio	develop an interest in and occupy oneself in individual leisure activities-- begin to explore various activities as hobbies-- crafts models collections
D. Singing, Music, Rhythm, and Dance	begin to enjoy singing and rhythm activities-- participate in class singing enjoy music from radio, television, or record player do body rhythms appropriate to beat, tone, volume of music--	participate actively in simple music and rhythm activities-- enjoy singing; learn a variety of folk and popular songs operate radio, television, and record player participate in simple group dances--

el	Intermediate Level	Junior High Level	Senior High Level
llowing rstand- s:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
dual	develop an interest in and occupy oneself in individual leisure activities--	engage in relatively complex individual leisure-time activities--	establish well-defined avocational interests--
s appro- and	begin to explore various activities as hobbies-- crafts models collections	develop personal hobbies-- cooking sewing woodworking model building mosaics picture painting reading	pursue and enjoy hobby-- home decorating knitting collections
cks, lowing, ole, s,			care for automobile
radio			
singing vities--	participate actively in simple music and rhythm activities--	expand knowledge, interest, and enjoyment in music and rhythm activities--	enjoy a variety of forms of music and rhythm activities--
n class	enjoy singing; learn a variety of folk and popular songs	participate in formal group singing	increase skill to sing alone or with choral group
om radio, r record	operate radio, television, and record player	begin to select records for personal collections	discriminate between various types and quality of music
ns appro- t, tone, ic--	participate in simple group dances--	participate in group folk dancing participate in social dancing	participate in social dances with improved skill

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pr as needed an following:
D. Singing, Music, Rhythm, and Dance (continued)	jumping, leaping, hopping, skipping, galloping, sliding, tiptoeing, swaying	Looby-Loo Sing-a-Song of Sixpence Bluebird Paw-Paw Patch A-Hunting We Will Go	
	accompany melody with rhythm instruments	play tunes on simple musical instruments	begin to p instrument
E. Communication in Social Situations	participate in seeing, listening, and talking activities--	expand participation in seeing, listening, and talking activities--	enjoy observ versing, and ing with oth increased va interests--
	begin to enjoy conversations	use conversation with others as a leisure-time activity	begin to c versations
	enjoy watching and listening to children's television and radio programs	begin to select programs	begin to d for partic effectivel vised peer-
	enjoy listening to stories, attending children's movies and school-sponsored entertainment	begin to select and attend some movies in the neighborhood	begin to s some books independe

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
Looby-Loo Sing-a-Song of Sixpence Bluebird Paw-Paw Patch A-Hunting We Will Go		
play tunes on simple musical instruments	begin to play musical instruments	play a musical instrument participate in school band, orchestra
expand participation in seeing, listening, and talking activities--	enjoy observing, conversing, and associating with others in an increased variety of interests--	develop skills which aid in meeting and conversing with people--
use conversation with others as a leisure-time activity begin to select programs	begin to develop conversational skills begin to develop skills for participating effectively in supervised peer-group parties	know how to talk with a variety of people plan and give parties (indoor and outdoor)
begin to select and attend some movies in the neighborhood	begin to enjoy reading some books and comics independently	read magazines, newspapers, and use discrimination in the selection of material

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
F. Community Recreation	begin to enjoy community recreational facilities and activities in the company of an adult-- zoo parks, playgrounds museums day camp circus carnival bazaars public beaches, pools parades	begin to use community recreational facilities independently-- neighborhood public library swimming pool parks, playgrounds recreation centers
		begin to be aware of "leisure time" and use it constructively

	Intermediate Level	Junior High Level	Senior High Level
ding nd-	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
unity time ic y-- s vels	begin to use community recreational facilities independently-- neighborhood public library swimming pool parks, playgrounds recreation centers	know where to find and use various community activities and recreational facilities-- school-- dances pep rallies athletic contests plays concerts other-- professional sports events movies plays parades festivals camping hiking Physical Education library swimming pool the "Y" recreation centers	be aware of and use a wide variety of community leisure-time resources effectively-- public dances concerts plays sporting events parks conservatories museums libraries churches
	begin to be aware of "leisure time" and use it constructively	recognize the importance of developing attitudes and skills for use in recreational and leisure-time activities	recognize value of one's leisure time in terms of inner satisfaction gained from being creative, continuing to learn, associating with others

[illegible]--USING LEISURE TIME

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pri as needed a following:
6. Nature Activities	begin to enjoy nature and living things--	develop an interest in nature and living things--	begin to enj doors as a leisure tim
	help care for plants	assume responsibility for the care of some plants and pets	grow plan yard work vision
	help care for pets	build homes for pets	begin to in fishin
		collect and observe small animal life such as fish, tadpoles, frogs, turtles, toads	
	collect and examine rocks, leaves, seeds, flowers, insects, shells	begin to work in and show an interest in yard and garden	

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
develop an interest in nature and living things--	begin to enjoy the outdoors as a way to use leisure time profitably--	enjoy recreational opportunities afforded by nature--
assume responsibility for the care of some plants and pets	grow plants and do yard work under supervision	care for yard and garden
build homes for pets	begin to develop skills in fishing	attain skills in hunting and fishing
collect and observe small animal life such as fish, tadpoles, frogs, turtles, toads		appreciate and know the value of pets--
		guide dogs for blind and their training
		use of dogs as hunters and retrievers; know something about their training
		obedience schools for dogs
		know function of SPCA; vocational opportunities connected with kennels, grooming
begin to work in and show an interest in yard and garden		

	Primary Level	Intermediate Level	Ju
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Conti as n follo
G. Nature Activities (continued)	enjoy taking a walk with an adult to observe nature	enjoy highly-illustrated books about animals	enjo eth
		begin to enjoy camping (vacation day camp)	enjo ing

	Intermediate Level	Junior High Level	Senior High Level
ding d-	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
with	enjoy highly-illustrated books about animals	enjoy sightseeing with others--car or bicycle	use car for travel, sightseeing, and pleasure riding; be able to locate areas of interest
	begin to enjoy camping (vacation day camp)	enjoy camping and hiking under supervision	initiate and participate in adult camping and hiking activities

3. PARTICIPATION IN COMMUNITY

Beyond learning to operate one's home or earn a living, educable mentally retarded students need to be introduced to the activities and services available within the community. They should become familiar with various social, recreational, civic, political, and religious groups within the community. They should be helped to become involved in activities which will contribute to their sense of worth, well-be

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8. PARTICIPATION IN COMMUNITY LIFE

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their sense of

worth, well-being, and identity with the community.

Mentally retarded individuals will probably need more assistance from social service type organizations than will the average citizen. For this reason they should become familiar with services available and procedures for applying for assistance from reputable and responsible resources.

14.--PARTICIPATION IN COMMUNITY LIFE

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills	Continue primary level as needed and add the following:	Continue previ as needed and following:
A. Recreation	be aware of some community groups which have been organized for children-- Cub Scouts Brownies Campfire Girls join an organized group and participate in their activities	be aware of a variety of youth groups and types of activities which they provide-- Boy Scouts Girl Scouts Boys' Club Junior Red Cross the "Y" community clubs be aware of facilities available at recreation centers and some of the activities they provide	on own initiati the variety of groups and faci available and of the types o provided; iden with-- sponsored sp Little Lea Babe Ruth American L CYO teams recreation c music arts and c games and school clubs cooking photograph recreation a outdoor li hiking nature exp

Intermediate Level	Junior High Level	Senior High Level
ontinues primary level s needed and add the ollowing:	Continues previous levels as needed and add the following:	Reinforces previous levels and add the following:
e aware of a variety of outh groups and types of ctivities which they rovide-- Boy Scouts Girl Scouts Boys' Club Junior Red Cross the "Y" community clubs	on own initiative explore the variety of youth groups and facilities available and become aware of the types of activities provided; identify oneself with-- sponsored sports-- Little League Baseball Babe Ruth League American Legion teams VFW teams	use discretion in joining community youth group according to one's interest, skills, and need so that membership and participation may be rewarding participate actively in group of one's choice, accepting responsibility and helping initiate and carry on group activities
e aware of facilities vailable at recreation enters and some of the ctivities they provide	recreation centers-- music arts and crafts games and sports school clubs and sports-- cooking photography recreation camps-- outdoor living hiking nature exploration	

	Primary Level	Intermediate Level	Jun
	Establish the following attitudes, understandings, and abilities	Continue primary level as needed and add the following	Contin as nee followi
5. Civic and Social Responsibilities	begin to be aware of such adult community groups as the P.T.A. and church	extend one's awareness of adult community groups begin to understand-- who participates purpose of the group types of programs	begin [illegible] groups bution life-- P.T.A churc relig commu [illegible]
		be aware of political organizations and know the names of some of them-- Democratic Republican	begin role p nation govern form selec infor

	Intermediate Level	Junior High Level	Senior High Level
nding and-	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
of such roups as arch	extend one's awareness of adult community groups begin to understand-- who participates purpose of the group types of programs	begin to understand the need for such community groups and their contribution to community life-- P.T.A. churches neighborhood councils community councils-- unofficial (as East Oakland Parish, [illegible]) official (as the Department of Human Resources, Economic Development Council, and others)	
	be aware of political organizations and know the names of some of them-- Democratic Republican	begin to understand the role political organizations play in our government-- formulating policy selection of candidates information	begin to understand one's relationship to political organizations-- registration support voting

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue prev as needed and following:
B. Civic and Social Responsibilities (continued)	be aware of some better-known community service organizations and begin to understand that their function is to provide help participate in these services by making a contribution from one's own money-- Red Cross United Crusade March of Dimes	participate in Junior Red Cross by helping with some of their activities	help in the c contributions Red Cross United Crus March of Dim other speci nity driv

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
participate in Junior Red Cross by helping with some of their activities	help in the collection of contributions for-- Red Cross United Crusade March of Dimes other special community drives	be aware of various community service organizations and have some idea of their purpose-- Urban League NAACP VFW American Legion Rotary Kiwanis Lions Vocational Rehabilitation

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APPENDIX A

GUIDELINES

for Developing a Course of Study and Curriculum for Mentally Retarded Minors in California Public Schools

Adopted by the
California State Board of Education
March 9, 1967

PREFACE

In accordance with AB 451 passed by the 1965 General Session of the California
into law by the Governor (Ch. 1332), the Superintendent of Public Instruction appoi
Committee on Programs for Mentally Retarded Minors in California Public Schools. Th
represented public, professional, and private agencies and organizations currently p
mentally retarded children and adults.

Committee work began in April, 1966 and has continued until the preparation of
included in its deliberations was a careful review of relevant material from Califor
in the nation, as well as close attention to concurrent developments such as that co
County Southern California Group and comparable efforts in Northern California. Coo
nation with the staff of the Instructional Materials Center at the University of Sou
other teacher training institutions also was maintained.

A special effort was made to obtain working liaison with local educational agen
for mentally retarded minors, and one of the most persistent requests from this fiel
philosophy be developed and adopted to provide a uniform direction and emphasis for
retarded pupils throughout the state. Another need which became evident was the nee
the administrative responsibility on the part of local educational agencies to give
programs for the mentally retarded are to reach their maximum potential.

The Advisory Committee also was mindful of the need to prepare brief, flexible
general direction from the state level while allowing maximum freedom to meet indivi
the local level, and the need to provide direction in depth where appropriate. As
report and its suggested general guidelines are not conceived of as embodying all th
available from the state level. Rather this report is seen as the primary policy do
larger effort which includes the two current publications of the State Department o
for the Educable Mentally Retarded in California Public Schools, and Programs for th
Retarded in California Public Schools), a future curriculum supplement to this repor
long-range attention to curriculum development for mentally retarded minors on the p
Department of Education and the field.

FRANCIS W. DOYLE
Deputy Superintendent
Division of Special Schools and
Services

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PREFACE

l passed by the 1965 General Session of the California Legislature and signed
(332), the Superintendent of Public Instruction appointed the State Advisory
ntally Retarded Minors in California Public Schools. This Advisory Committee
cal, and private agencies and organizations currently providing services for
d adults.

April, 1966 and has continued until the preparation of this final report.
was a careful review of relevant material from California and other states
ue attention to concurrent developments such as that conducted by the Nine
oup and comparable efforts in Northern California. Cooperation and coordi-
Instructional Materials Center of the University of Southern California and
utions also was maintained.

o to obtain working liaison with local educational agencies operating programs
and one of the most persistent requests from this field contact was that a
dopted to provide a uniform direction and emphasis for programs for mentally
e state. Another need which became evident was the necessity to state clearly
ility on the part of local educational agencies to give adequate support if
arded are to reach their maximum potential.

tee was mindful of the need to prepare brief, flexible guidelines for giving
tate level while allowing maximum freedom to meet individual circumstances of
d to provide direction in depth where appropriate. As a consequence, this
eral guidelines are not conceived of as embodying all the assistance properly
d. Rather this report is seen as the primary policy document and part of a
the two current publications of the State Department of Education (Program
arded in California Public Schools, and Programs for the Trainable Mentally
Schools), a future curriculum supplement to this report, and continued
culum development for mentally retarded minors on the part of the State
he field.

DONALD MAHLER, Chief
Bureau for Educationally
Handicapped and Mentally
Exceptional Children

nd

ACKNOWLEDGEMENTS

The State Department of Education and the members of the State Advisory Committ
Mentally Retarded in California Public Schools wish to acknowledge the valuable assi
specialists throughout California who provided suggestions, guidance, and support in
these general program guidelines.

Membership of the State Advisory Committee is as follows:

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*Replaced by Paul Goetlius, September, 1966
**Replaced by Emanuel Newman, September 1, 1966

ACKNOWLEDGEMENTS

...ent of Education and the members of the State Advisory Committee on Programs for the ...California Public Schools wish to acknowledge the valuable assistance of the many ... California who provided suggestions, guidance, and support in the development of ... guidelines.

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I

PHILOSOPHY OF SPECIAL EDUCATION PROGRAMS FOR MENTALLY RETARDE

Public schools must provide the fullest possible opportunities to meet the ed
citizens without regard to economic or social status, race, religion, or abilities.
public school program is in the inherent right of every child to a public supporte
of his ability to profit from such education.

The special education program for mentally retarded minors in California has
tinue on the basis of the following principles:

1. Mentally retarded minors have the same rights to educational opportunitie
profit as do all other minors of the school age population.

2. Mentally retarded minors must be identified with great care, giving due c
factors which might lead to a minor's substandard performance and the edu
such findings.

3. Mentally retarded minors, once identified, must have a program designed s
needs. Such a program should not be a substitute for other programs, suc
education. Because of the difficulty often associated with making accura
placement of mentally retarded minors should be reviewed at least annuall
more appropriate programs when indicated.

4. Mentally retarded minors must have an education that is comprehensive, wi
directed toward the fullest development of all the potentialities for per
and for independent productive living, if at all possible.

5. Mentally retarded minors must be educated in situations that permit them
necessary for daily living so that the educational outcomes will make a s
to their adult life.

6. Mentally retarded minors must be educated toward making an effective tran
into the social, political, and economic structures of their community to
such transition and integration requires interagency as well as interdisc
gramming and implementation.

7. Mentally retarded minors shall be educated in the locally developed progr
of the total educational program, and, if at all possible, located in con
for "the normal minors."

PHILOSOPHY OF SPECIAL EDUCATION PROGRAMS FOR MENTALLY RETARDED MINORS

must provide the fullest possible opportunities to meet the educational needs of
ard to economic or social status, race, religion, or abilities. The foundation for our
n is in the inherent right of every child to a public supported education to the maximum
efit from such education.

cation program for mentally retarded minors in California has developed and must con-
f the following principles:

tarded minors have the same rights to educational opportunities from which they can
o all other minors of the school age population.

tarded minors must be identified with great care, giving due consideration to all
ch might lead to a minor's substandard performance and the educational implications of
gs.

tarded minors, once identified, must have a program designed specifically for their
h a program should not be a substitute for other programs, such as compensatory
Because of the difficulty often associated with making accurate appraisals, the
f mentally retarded minors should be reviewed at least annually and transfer made to
riate programs when indicated.

tarded minors must have an education that is comprehensive, with attention and efforts
ward the fullest development of all the potentialities for personal and social maturity
ependent productive living, if at all possible.

tarded minors must be educated in situations that permit them to develop skills
or daily living so that the educational outcomes will make a significant contribution
ult life.

tarded minors must be educated toward making an effective transition and integration
cial, political, and economic structures of their community to the degree possible;
tion and integration requires interagency as well as interdisciplinary planning, pro-
d implementation.

tarded minors shall be educated in the locally developed programs organized as a part
l educational program, and, if at all possible, located in conjunction with programs
rmal minors."

II
DEFINITION AND PURPOSE

Mentally retarded minors have been recognized as being unable to profit from
curriculum designed for normal pupils. Special courses of study and curricula mu
designed to more realistically meet the educational and training needs of mentall

Definition

The *course of study* refers to a broad (general) outline of areas under which
be organized which will promote the development of competencies set forth in the

The *curriculum* refers to *all* of the learning experiences of the pupils planne
school staff and made a part of the total school program.

Purpose of the Curriculum

The primary purpose of the curriculum is to provide a vehicle through which
the program can be translated into realistic learning experiences appropriate to
level of development and the learning abilities of the pupils.

The secondary purpose of the curriculum for mentally retarded minors is to
to provide *a sequential development of skills* and a step by step acquisition of
sequential movement of the pupils toward responsible adulthood.

III
ADMINISTRATIVE FRAMEWORK FOR CURRICULUM

Successful programs for mentally retarded minors can only be established and
administrators accept the basic educational rights of mentally retarded minors an
special needs and learning handicaps.

Administrative Responsibilities

The public school administrator has the responsibility of identifying and in
provide the necessary finances, facilities, and educational programs to enable ev
attend special classes for mentally retarded minors.

II
DEFINITION AND PURPOSE

minors have been recognized as being unable to profit from the course of study and
r normal pupils. Special courses of study and curricula must be developed especially
istically meet the educational and training needs of mentally retarded minors.

Definition

udy refers to a broad (general) outline of areas under which learning experiences can
ll promote the development of competencies set forth in the program objectives.

efers to all of the learning experiences of the pupils planned and directed by the
a part of the total school program.

Purpose of the Curriculum

ose of the curriculum is to provide a vehicle through which the general objectives of
nslated into realistic learning experiences appropriate to and consistent with the
and the learning abilities of the pupils.

rpose of the curriculum for mentally retarded minors is to organize experiences so as
al development of skills and a step by step acquisition of knowledge to insure
the pupils toward responsible adulthood.

III
ADMINISTRATIVE FRAMEWORK FOR CURRICULUM

ams for mentally retarded minors can only be established and nurtured when school
the basic educational rights of mentally retarded minors and are sensitive to their
rning handicaps.

Administrative Responsibilities

administrator has the responsibility of identifying and implementing procedures to
finances, facilities, and educational programs to enable every pupil eligible to
for mentally retarded minors.

The chief administrator has the responsibility for providing, with the suppo
Education, an operational framework within which the specialized services for men
be established, expanded, and improved.

The chief administrator has the responsibility for establishing organizationa
patterns and for providing personnel necessary to utilize all of the school and co
able in developing the curriculum.

Principles in Curriculum Development

Flexibility must be maintained in the design and application of the curricul
procedures for constant evaluation and revision must be contained in the overall

The needs of mentally retarded minors cannot be met in the structured "grade
curriculum for mentally retarded minors must be nongraded in organization and dev

Any administrative policy which holds mentally retarded minors to the same p
forth for normal minors is contrary to legal intent and realistic educational pla
mentally retarded minors must be developed on the realistic needs of these minors
down or duplicated regular curriculum.

An appropriate curriculum for mentally retarded minors *must be vocationally*
study and/or occupational training for all high school age pupils. Cooperation w
vocational rehabilitation and/or employment must be developed to insure adequate
and/or sheltered work placement as a part of the instructional program for these

IV
FOUNDATIONS FOR CURRICULUM DEVELOPMENT

Before an appropriate curriculum for mentally retarded minors can be develop
the public school staff and the community must realize their responsibilities to
These minors, like all minors, are entitled to an educational program from which
benefit. The primary foundation for curriculum development must rest upon an hon
unqualified acceptance of the mentally retarded minor as a responsibility of the

the responsibility for providing, with the support of the local Board of
ork within which the specialized services for mentally retarded minors can
proved.

the responsibility for establishing organizational and communication
nnel necessary to utilize all of the school and community resources avail-
n.

Principles in Curriculum Development

ved in the design and application of the curriculum and methods and
ion and revision must be contained in the overall project.

ded minors cannot be met in the structured "grade level" context. The
minors must be nongraded in organization and developmental in design.

hich holds mentally retarded minors to the same program requirements set
ary to legal intent and realistic educational planning. The curriculum for
developed on the realistic needs of these minors rather than a watered-
iculum.

or mentally retarded minors must be vocationally oriented and include work
ing for all high school age pupils. Cooperation between school staff,
employment must be developed to insure adequate on-campus and off-campus
s a part of the instructional program for these minors.

IV
FOUNDATIONS FOR CURRICULUM DEVELOPMENT

iculum for mentally retarded minors can be developed and implemented, both
community must realize their responsibilities to mentally retarded minors.
re entitled to an educational program from which they can obtain maximum
for curriculum development must rest upon an honest, professional, and
ntally retarded minor as a responsibility of the public school.

Development of an Appropriate Curriculum

In order to develop an appropriate curriculum, the professional staff must acquai
the basic characteristics of the mentally retarded child. They must understand his nat
ities, but more important, his abilities. The curriculum for these pupils must be basi
of the pupils, drawn from the experiences of their daily living, directed toward probl
presented in appropriate units of experiences.

The curriculum must contain information and experiences designed to provide a foun
of each of the developmental stages and to develop a more efficient level of functionin
The curriculum must provide for a development that is consistent with the individual di
pupils enrolled.

Motivation greatly affects readiness to learn. Therefore, the curriculum must be
organized to provide experiences that will capture and hold the pupil's attention.

Professional personnel developing the curriculum for mentally retarded minors must
nities for learning experiences drawn from the actual daily living situations of the pu
experiences presented in the curriculum must assist pupils in becoming more adequate po
intellectually, and vocationally in the home, in the school, and in the community.

The curriculum must provide repeated opportunities for mentally retarded minors to
academic skills they may attain in practical situations of daily living. The curricul
sufficient flexibility and latitude to include the wide range of differences of abiliti
as well as within the class.

General Objectives of the Curriculum

The general primary role of the curriculum for mentally retarded minors in Califor
is to assist these minors to develop as far as possible toward becoming responsible, pr
participating members of their community. In order to achieve this general goal, basic
forth designed to assist these minors to develop attitudes and skills which will:

1. Lead to the formation of habits enabling them to understand themselves and to
   others.
2. Lead to the formation of habits promoting emotional security leading toward in
3. Lead to the formation of habits in physical development, health, safety, and s
4. Enable them to become adequate members of a family and to become future homem

Development of an Appropriate Curriculum

ppropriate curriculum, the professional staff must acquaint themselves with
the mentally retarded child. They must understand his nature, his disabili-
s abilities. The curriculum for these pupils must be based on the readiness
experiences of their daily living, directed toward problem solving, and
s of experiences.

ain information and experiences designed to provide a foundation for learning
stages and to develop a more efficient level of functioning at each step.
r a development that is consistent with the individual differences of the

ts readiness to learn. Therefore, the curriculum must be developed and
ces that will capture and hold the pupil's attention.

eveloping the curriculum for mentally retarded minors must include opportu-
es drawn from the actual daily living situations of the pupils. The learning
curriculum must assist pupils in becoming more adequate people socially,
lly in the home, in the school, and in the community.

ide repeated opportunities for mentally retarded minors to apply whatever
in in practical situations of daily living. The curriculum must provide
titude to include the wide range of differences of abilities within each pupil

General Objectives of the Curriculum

of the curriculum for mentally retarded minors in California public schools
develop as far as possible toward becoming responsible, productive, and
r community. In order to achieve this general goal, basic objectives are set
minors to develop attitudes and skills which will:

n of habits enabling them to understand themselves and to get along with

n of habits promoting emotional security leading toward independence.
n of habits in physical development, health, safety, and sanitation.
o adequate members of a family and to become future homemakers.

5. Provide for instruction in the basic tool subjects to the limit of
   benefit from such instruction, with emphasis upon communication an
   for solving the problems of everyday living.
6. Enable them to participate and work as a productive way of life an
   their own living to the limits of their ability.
7. Enable them to appreciate and express themselves through music, ar
8. Assist them in selecting and participating in wholesome leisure ti
9. Lead to the acceptance of civic responsibility as a participating,
   community.
10. Enable them to participate in occupational and vocational experien
    and within the community in developing toward economic self-suffi

Guidelines for Developing Curriculum for Educable Men

The actual course of study and curriculum must be developed and implem
designed to meet the realistic needs of mentally retarded minors and be con
lines adopted by the State Board of Education.

Experiences provided at each level must prepare the pupils for the nex
experience.

Curriculum Organization and Grouping

Using chronological age as a sole basis for grouping mentally retarde
Other considerations that must be given an equal weight with chronological
learning difficulty, social competence, emotional maturity, physical develo
for the basic tool subjects.

Curriculum Content and Sequence

Special education programs for mentally retarded minors must be a clea
instructional program planned in sequence beginning at the lower elementary
the senior high school. General suggestions for developing a balanced curr
following chart:

ion in the basic tool subjects to the limit of the pupil's abilities to
struction, with emphasis upon communication and computational skills necessary
lems of everyday living.
cipate and work as a productive way of life and for the purpose of earning
the limits of their ability.
cipate and express themselves through music, art and drama.
ting and participating in wholesome leisure time activities.
ce of civic responsibility as a participating, productive member of their

cipate in occupational and vocational experiences within the school environment
unity in developing toward economic self-sufficiency.

ces for Developing Curriculum for Educable Mentally Retarded

ty and curriculum must be developed and implemented locally. It must be
c needs of mentally retarded minors and be consistent with the general guide-
ard of Education.

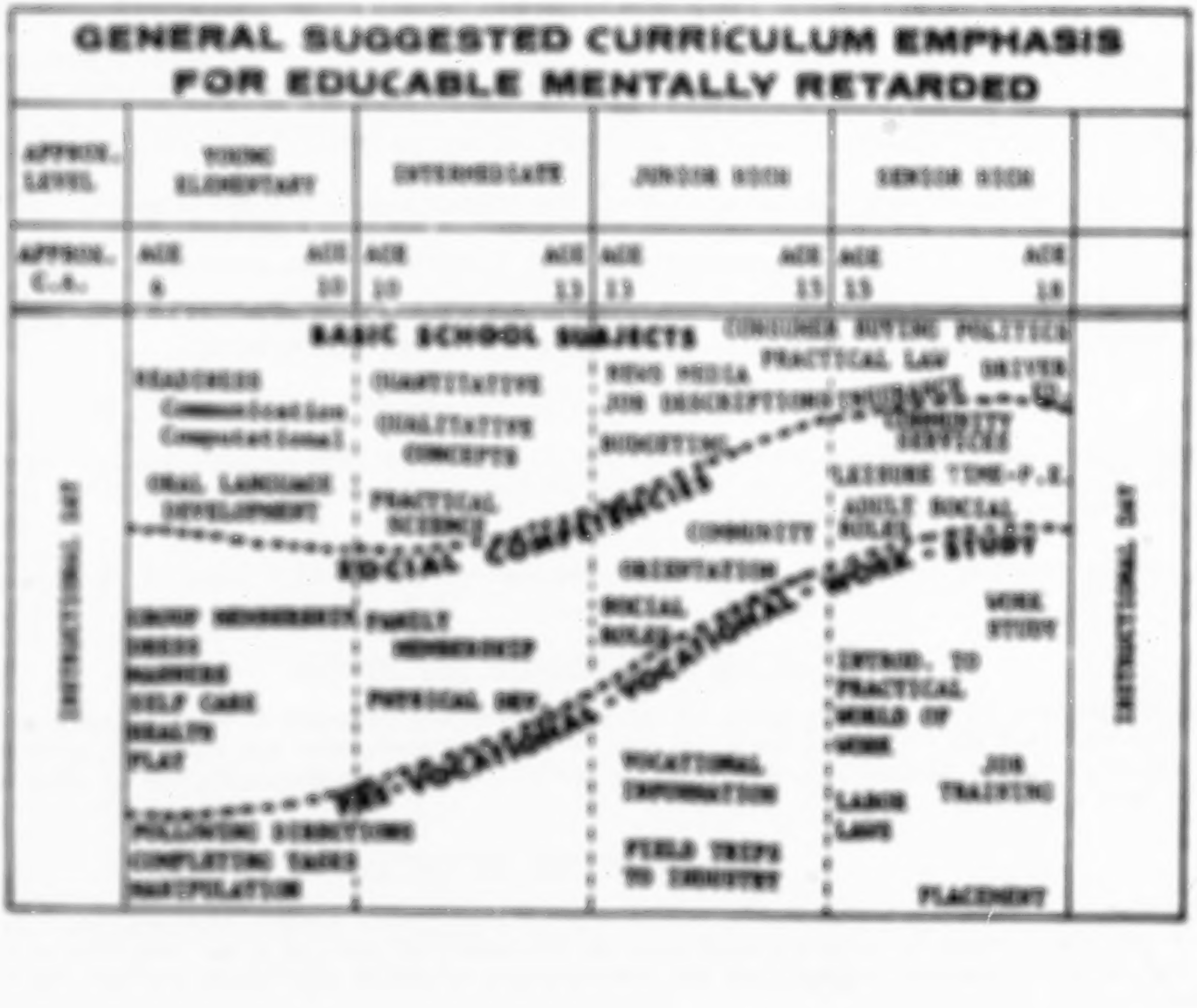
each level must prepare the pupils for the next level of their school

Curriculum Organization and Grouping

as a sole basis for grouping mentally retarded minors has not been successful.
t be given an equal weight with chronological age include: severity of the
competence, emotional maturity, physical development, mental age, and readiness

Curriculum Content and Sequence

ns for mentally retarded minors must be a clearly defined, well balanced
) in sequence beginning at the lower elementary level and continuing through
eral suggestions for developing a balanced curriculum are set forth in the


GENERAL SUGGESTED CURRICULUM EMPHASIS
FOR EDUCABLE MENTALLY RETARDED
APPROX. LEVEL
YOUNG ELEMENTARY
INTERMEDIATE
JUNIOR HIGH
SENIOR HIGH
APPROX. C.A.
AGE 6
AGE 10
AGE 10
AGE 13
AGE 13
AGE 15
AGE 15
AGE 18
BASIC SCHOOL SUBJECTS
CONSUMER BUYING POLITICS
PRACTICAL LAW
DRIVER ED.
READINESS
Communication
Computational
QUANTITATIVE
QUALITATIVE CONCEPTS
NEWS MEDIA
JOB DESCRIPTIONS
INSURANCE
COMMUNITY SERVICES
BUDGETING
ORAL LANGUAGE DEVELOPMENT
PRACTICAL SCIENCE
LEISURE TIME-P.E.
ADULT SOCIAL ROLES
SOCIAL COMPETENCIES
COMMUNITY ORIENTATION
INSTRUCTIONAL DAY
GROUP MEMBERSHIP
DRESS
MANNERS
SELF CARE
HEALTH
PLAY
FAMILY MEMBERSHIP
PHYSICAL DEV.
SOCIAL ROLES
WORK STUDY
INTROD. TO PRACTICAL WORLD OF WORK
PRE-VOCATIONAL - VOCATIONAL - WORK - STUDY
VOCATIONAL INFORMATION
JOB TRAINING
LABOR LAWS
FOLLOWING DIRECTIONS
COMPLETING TASKS
MANIPULATION
FIELD TRIPS TO INDUSTRY
PLACEMENT
INSTRUCTIONAL DAY

Lower Elementary Level

Mentally retarded minors assigned to the lower elementary level should rang
approximately six to ten years. Their mental ages should range from approximat
years. These pupils should have reached a level of personal, emotional, and soc
them to begin to interact with other pupils and to begin to adjust to the gener
environment.

Specific program objectives for the lower elementary level. The specific c
order of their importance should include the development of:

1. Habits enabling them to understand themselves and to get along with oth
2. Habits promoting communication and emotional security which can lead to
3. Habits and physical development, health, safety, and sanitation.
4. Habits leading toward becoming contributing members of their families.
5. Habits promoting readiness for language development and number concept
6. Habits that will enable them to participate in work as a productive way

Upper Elementary Level

Pupils assigned to the upper elementary level should range in chronological
to thirteen years. Their mental ages should range from approximately six to te
pupils should be able to participate in group activities, complete appropriate t
teacher and the class group, and conform to reasonable school routine.

Specific program objectives for this level. The specific objectives for th
in order of their importance, should include the development of:

1. Competencies that promote personal, social, and vocational development.
2. Habits that promote personal health, physical development and safety.
3. Skills that promote practical application of the basic school subjects.
4. Habits that will enable them to begin to appreciate and express themsel
   drama.

The content of the curriculum for the intermediate pupils should provide co
experiences presented during the young elementary years.

Lower Elementary Level

gned to the lower elementary level should range in chronological age from
heir mental ages should range from approximately four to six or seven
eached a level of personal, emotional, and social maturity that enables
er pupils and to begin to adjust to the general school routine and

or the lower elementary level. The specific objectives for this level in
nclude the development of:

nderstand themselves and to get along with others.
ation and emotional security which can lead toward developing independence.
opment, health, safety, and sanitation.
oming contributing members of their families.
s for language development and number concepts.
hem to participate in work as a productive way of life.

Upper Elementary Level

elementary level should range in chronological age from approximately ten
ges should range from approximately six to ten or eleven years. These
te in group activities, complete appropriate tasks, communicate with the
onform to reasonable school routine.

or this level. The specific objectives for the upper elementary level,
ld include the development of:

personal, social, and vocational development.
nal health, physical development and safety.
ical application of the basic school subjects.
hem to begin to appreciate and express themselves through music, art and

for the intermediate pupils should provide continuation of the
oung elementary years.

Lower Secondary Level

Pupils assigned to the lower secondary level should range in chronologica
thirteen to fifteen years. Although a wide range in mental age and general abi
pupils probably will be above a mental age of seven. Socially and emotionally,
adjust to the demand of the classroom routine and general school procedures an
for a reasonable amount of self-direction and independence, personal grooming,
portation. In general, some of the social competencies might lag behind the p
pupils.

Specific objectives for this level. The specific objectives for the lower
of their importance, should include the development of:

1. Competencies that promote personal and social development.
2. Activities that lead to emotional security and independence.
3. The ability in the practical application of the basic school subjects.
4. Habits that promote personal health, physical development and safety.
5. Understanding of the family and the roles of its members.
6. Skills for participating in recreational and leisure time activities.
7. Readiness for acceptance of civic responsibility as a productive, par
   community.

The content of the curriculum for the lower secondary level should provid
experiences presented at the intermediate level.

Upper Secondary Level

Educable mentally retarded minors assigned to the upper secondary school
ical age of approximately fifteen years or more and a mental age of nine or mor
minors will need extra guidance in adjusting to high school because of the emo
should have developed far enough socially and emotionally to adjust to the hig
with the staff and the student body, and to function without constant supervisi
commute to and from school and to find their way around the school.

Specific objectives for this level. The purpose of the upper secondary le
skills and develop the abilities of the students so that they can make a satis
school to adult society. The specific objectives for this level are to develo

Lower Secondary Level

er secondary level should range in chronological age from approximately
though a wide range in mental age and general abilities is to be expected,
mental age of seven. Socially and emotionally, these pupils should be able to
ssroom routine and general school procedures and to accept responsibilities
-direction and independence, personal grooming, communication, and trans-
the social competencies might lag behind the physical maturation of these

is level. The specific objectives for the lower secondary level, in order
lude the development of:

ote personal and social development.
o emotional security and independence.
ctical application of the basic school subjects.
rsonal health, physical development and safety.
amily and the roles of its members.
ng in recreational and leisure time activities.
ce of civic responsibility as a productive, participating member of the

lum for the lower secondary level should provide a continuation of the
ermediate level.

Upper Secondary Level

minors assigned to the upper secondary school level should have a chronolog-
en years or more and a mental age of nine or more. Some of these retarded
in adjusting to high school because of the emotional immaturity, but they
h socially and emotionally to adjust to the high school program, to interact
body, and to function without constant supervision. They must be able to
to find their way around the school.

is level. The purpose of the upper secondary level program is to refine the
s of the students so that they can make a satisfactory transition from the
pecific objectives for this level are to develop:

1. Skills and attitudes for personal and social competence.
2. Skills and attitudes for vocational competence.
3. Emotional security and ability to function independently.
4. Habits that promote personal health, physical fitness and general a
5. Understanding of the roles of members of the family and skills neces
6. Activities that assist students in becoming contributing members of
7. Skills for recreational and leisure time activities.
8. Ability to apply the skills learned in basic school subjects to the

The content of the curriculum for the upper secondary school program sho
the experiences presented during the lower secondary school years.

CURRICULUM FOR DEVELOPING CURRICULUM FOR TRAINABLE MENT

The curriculum for trainable mentally retarded is based upon the belief
from a systematic instructional program. Trainable mentally retarded minors
effectively with any home environment by learning to take care of their perso
to help others in and around the home environment.

Curriculum Organization and Grouping

The chronological age range of the groups frequently represented in spec
able mentally retarded is generally as follows:

1. Young pupils, approximate age of five to ten years.
2. Intermediate age pupils, approximate age of ten to fourteen or fifte
3. Older group of pupils, approximate age of fifteen or sixteen to twent

The general program objectives for the trainable mentally retarded can g
directed toward developing each pupil's competency in:

1. Personal and social aspects of adaptive behavior to cope with recurri
2. Sensory and motor skills.
3. Economic usefulness, at least provide the opportunity to train and b
   economically useful within the home or a sheltered work situation.

The following chart sets forth suggestions for grouping and curriculum c
from early school experience to terminal school experience:

udes for personal and social competence.
udes for vocational competence.
ty and ability to function independently.
ate personal health, physical fitness and general safety.
the roles of members of the family and skills necessary in family living.
ssist students in becoming contributing members of the community.
ational and leisure time activities.
the skills learned in basic school subjects to the demand of the local community.

urriculum for the upper secondary school program should provide continuation of
during the lower secondary school years.

RICULUM FOR DEVELOPING CURRICULUM FOR TRAINABLE MENTALLY RETARDED

rainable mentally retarded is based upon the belief that these pupils can profit
tional program. Trainable mentally retarded minors can learn to participate
environment by learning to take care of their personal effects and by learning
und the home environment.

Curriculum Organization and Grouping

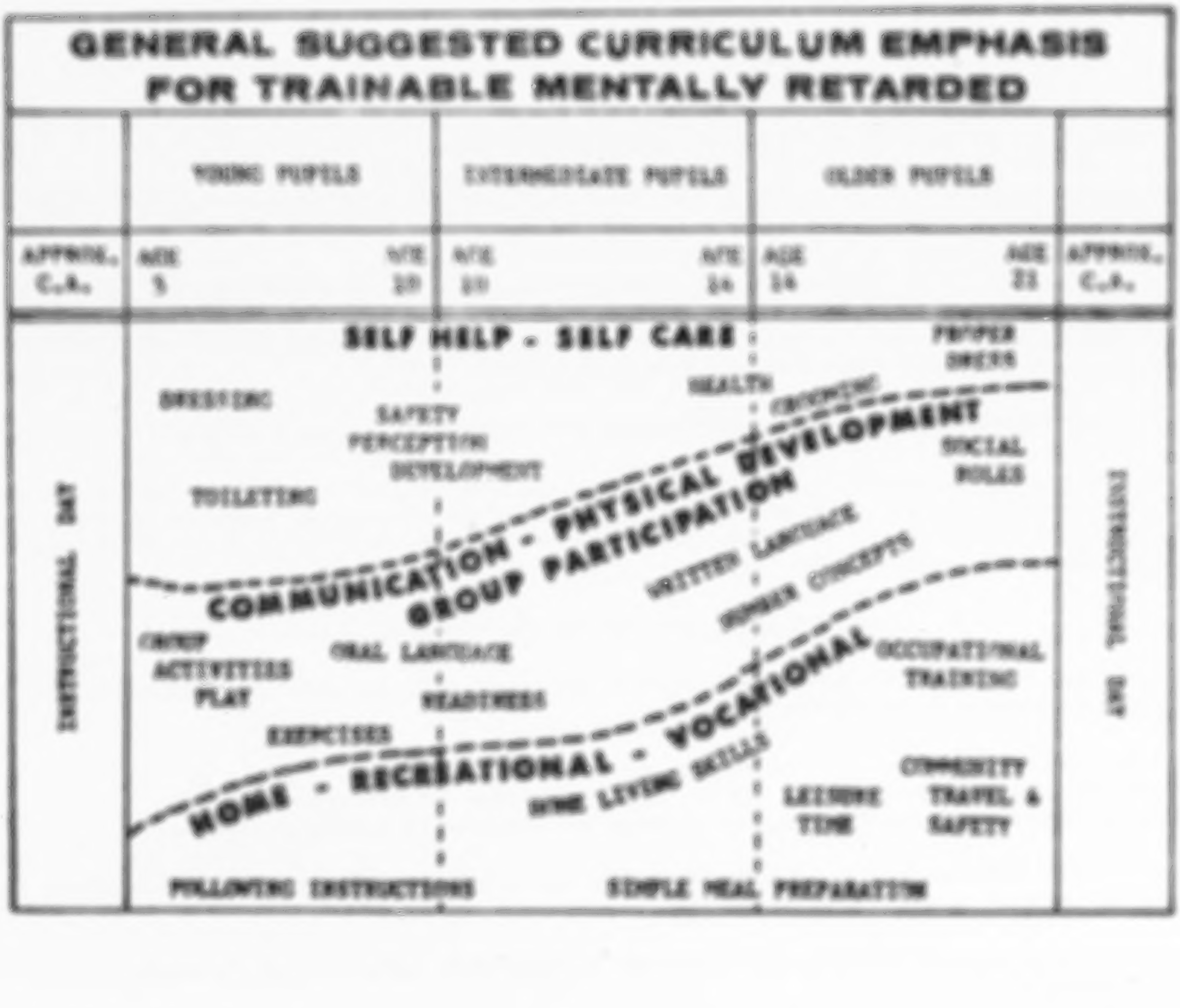
range of the groups frequently represented in special class programs for train-
generally as follows:

roximate age of five to ten years.
pupils, approximate age of ten to fourteen or fifteen years.
pils, approximate age of fifteen or sixteen to twenty-one years.

bjectives for the trainable mentally retarded can generally be organized and
each pupil's competency in:

ial aspects of adaptive behavior to cope with recurring daily needs.
skills.
ss, at least provide the opportunity to train and become, insofar as is possible,
ul within the home or a sheltered work situation.

ets forth suggestions for grouping and curriculum content as it forms a continuum
ce to terminal school experience:



GENERAL SUGGESTED CURRICULUM EMPHASIS FOR TRAINABLE MENTALLY RETARDED

YOUNG PUPILS
INTERMEDIATE PUPILS
OLDER PUPILS
APPROX. C.A.
AGE 5
AGE 10
AGE 10
AGE 16
AGE 16
AGE 21
APPROX. C.A.
SELF HELP - SELF CARE
PROPER DRESS
HEALTH
GROOMING
DRESSING
SAFETY PERCEPTION DEVELOPMENT
SOCIAL ROLES
TOILETING
INSTRUCTIONAL DAY
COMMUNICATION - PHYSICAL DEVELOPMENT
GROUP PARTICIPATION
WRITTEN LANGUAGE
NUMBER CONCEPTS
GROUP ACTIVITIES PLAY
ORAL LANGUAGE
READINESS
OCCUPATIONAL TRAINING
EXERCISES
HOME - RECREATIONAL - VOCATIONAL
HOME LIVING SKILLS
COMMUNITY TRAVEL & SAFETY
LEISURE TIME
FOLLOWING INSTRUCTIONS
SIMPLE MEAL PREPARATION
INSTRUCTIONAL DAY

Curriculum Content and Sequence

The curriculum for the trainable mentally retarded must provide a continuum of experiences. The great ifferences within each child and the range of abilities within any class makes the organization of this rogram along the traditional patterns impractical. Therefore, the content of the curriculum must be rganized in small sequential steps assuring progress towards achieving the goals and objectives of the rogram. Because of the complexities of the program, guidelines are set forth in specific areas. The urriculum must be developed in each area to include the complete age span of the pupils enrolled in the rogram.

The following specific areas have been identified as important considerations for the curriculum lanning:

1. Self-help
2. Communications
3. Personal, social competencies
4. Physical development
5. Economic and vocational usefulness
6. Health and safety
7. Recreation and leisure time activities
8. Manners and moral development
9. Occupational training

APPENDIX B

LEGAL PROVISIONS

LAWS AND REGULATIONS RELATING TO EDUCATION AND HE
FOR EXCEPTIONAL CHILDREN IN CALIFORNI

EDUCATION CODE
(Enactments of the 1966 Legislative Session have b

PART I. GENERAL PROVISIONS AND ORGANIZATIONAL STRUCTURE OF T

Division 2. State Educational Agenci
Chapter 1. The State Board of Educati
Article 2. Powers and Duties

Sections	
160	Guidelines for Instruction of Mentally Retarde

PART II. THE EDUCATIONAL PROGRAM AND PE

Division 6. The System of Public Instruc
Chapter 5.5. Adult Schools
Article 7. Education of Handicapped Adu

5746	Powers of Governing Board
5747	Public School or Nonprofit Organization Facilit

Chapter 8.5. Grants to Teachers of Physic
Handicapped (and Mentally Retarded) Mino

6875	Financial Assistance to Get Teachers of Physic
6876	Reimbursement of Grants
6877	Amount of Reimbursement
6878	Rules and Regulations

LEGAL PROVISIONS

D REGULATIONS RELATING TO EDUCATION AND HEALTH SERVICES
FOR EXCEPTIONAL CHILDREN IN CALIFORNIA

EDUCATION CODE

ments of the 1956 Legislative Session have been Included)

PROVISIONS AND ORGANIZATIONAL STRUCTURE OF THE PUBLIC SCHOOL SYSTEM

Division 2. State Educational Agencies
Chapter 1. The State Board of Education
Article 2. Powers and Duties

idelines for Instruction of Mentally Retarded Minors

PART II. THE EDUCATIONAL PROGRAM AND PERSONNEL

Division 6. The System of Public Instruction
Chapter 5.5. Adult Schools
Article 7. Education of Handicapped Adults

wers of Governing Board
blic School or Nonprofit Organization Facilities

Chapter 8.5. Grants to Teachers of Physically
Handicapped (and Mentally Retarded) Minors

nancial Assistance to Get Teachers of Physically Handicapped and Mentally Retarded
imbursement of Grants
ount of Reimbursement
les and Regulations

Chapter 9. Education of Mentally Retarded Minor

6901	"Mentally Retarded Minors" Defined
6902	Provisions for Education of Mentally Retarded Minor Special Facilities
6902.05	Admission of a Minor to a Special Education Program
6902.1	Integrated Programs of Instruction--Definition and
6902.2	Special Day Classes and Integrated Programs--Defini
6902.3	Maximum Class Enrollment and Waiver of Maximum Clas
6902.4	Annual Review and Recommendation for Continued Placem
6902.5	Personal Consultation with Parent Regarding Placemen
6903	Provisions for Education of Mentally Retarded Minor Section 6902
6904	Special Training Schools or Classes in Elementary, School District
6904.1	Determination of Grade Level of Mentally Retarded C Purposes
6904.2	Enforcement and Coordination of Course of Study
6904.3	Experimental Programs
6904.5	Four-Year Secondary School Program in Certain Distri
6905	Special Training Classes in Certain High School Dist
6906	Establishment of Minimum Standards
6906.5	Diploma from Special School
6907	Supervision of Training
6908	Individual Examination of Child by Psychologist
6909	Objection to Examination by Parent or Guardian
6910	Inter-district Agreements for Education and Transpor
6911	Provision for Transportation in Lieu of Agreement
6912	Qualification for Teachers
6912.5	Individual Social and Vocational Counseling
6913	Determination and Definition of "Excess Expense"
6913.1	Increase in Maximum Tax Rate
6914	Apportionment to School Districts for Mentally Retar Handicapped Minors
6915	Application for Apportionment to School Districts f Minors and Physically Handicapped Minors
6916	Amount of Apportionment for Mentally Retarded and Ph
6917	Abstract of Apportionments to Be Furnished
6918	Crediting of Funds
6919	Deductions from Apportionments

hapter 9. Education of Mentally Retarded Minors

tally Retarded Minors" Defined
visions for Education of Mentally Retarded Minors Expected to Benefit from
pecial Facilities
ission of a Minor to a Special Education Program for the Mentally Retarded
grated Programs of Instruction--Definition and Permission
ial Day Classes and Integrated Programs--Defined
imum Class Enrollment and Waiver of Maximum Class Size
al Review and Recommendation for Continued Placement
sonal Consultation with Parent Regarding Placement
visions for Education of Mentally Retarded Minors Not Within Provisions of
ection 6902
ial Training Schools or Classes in Elementary, High School, or Unified
chool District
ermination of Grade Level of Mentally Retarded Classes for Apportionment
urposes
rcement and Coordination of Course of Study
rimental Programs
r-Year Secondary School Program in Certain Districts
ial Training Classes in Certain High School Districts
ablishment of Minimum Standards
lomas from Special School
ervision of Training
ividual Examination of Child by Psychologist
ection to Examination by Parent or Guardian
er-district Agreements for Education and Transportation
vision for Transportation in Lieu of Agreement
lification for Teachers
ividual Social and Vocational Counseling
ermination and Definition of "Excess Expense"
rease in Maximum Tax Rate
rtionment to School Districts for Mentally Retarded Minors and Physically
Handicapped Minors
lication for Apportionment to School Districts for Mentally Retarded
Minors and Physically Handicapped Minors
unt of Apportionment for Mentally Retarded and Physically Handicapped Minors
tract of Apportionments to Be Furnished
diting of Funds
uctions from Apportionments

Chapter 9.5. Occupational Training Programs for Ph
Handicapped and Mentally Retarded Minors

6931	Establishment and Conduct of Training Programs
6932	Contracts with Sheltered Workshops
6933	Contracts with Department of Rehabilitation or wi County Superintendents; Employees; Certificati

Division 7. Educational Program
Chapter 1. General Provisions
Article 2. Enforcement of Courses of Stud

7551.1	Duty of Governing Board in Certain Districts to of Study for Mentally Retarded Pupils
7554	Duty of County Board or County Superintendent to of Study for Mentally Retarded Pupils

Chapter 2. General Courses of Study
Article 4. (Heading repealed by Stats. 1961, Ch.

7752.5	Four-Year Secondary School Program for Mentally

Chapter 6. County School Service Fund Servic
Article 10. Education of Mentally Retarde

8951	Provision for Schools or Classes for Mentally Ret
8951.1	Computation of Average Daily Attendance for Purpo
8951.2	Payments to Parents for Food and Lodging in Lieu
8952	Limit on Admissions
8953	Contracts for Transportation to Special Schools
8954	Transportation to Special Schools and Classes by
8955	Certification of Funds Required
8955.1	County Tax
8955.2	County Tax for Education of Physically Handicappe
8955.3	Partial Reduction of Allowances to County School
8956	"Excess Expense" Defined

Chapter 9.5. Occupational Training Programs for Physically Handicapped and Mentally Retarded Minors

Establishment and Conduct of Training Programs
Contracts with Sheltered Workshops
Contracts with Department of Rehabilitation or with Other Governing Boards or County Superintendents; Employees; Certification

Division 7. Educational Program
Chapter 1. General Provisions
Article 2. Enforcement of Courses of Study

Duty of Governing Board in Certain Districts to Prescribe and Enforce Course of Study for Mentally Retarded Pupils
Duty of County Board or County Superintendent to Prescribe and Enforce Course of Study for Mentally Retarded Pupils

Chapter 2. General Courses of Study
Article 4. (Heading repealed by Stats. 1961, Ch. 2207)

Four-Year Secondary School Program for Mentally Retarded Minors

Chapter 6. County School Service Fund Services
Article 10. Education of Mentally Retarded

Provision for Schools or Classes for Mentally Retarded
Computation of Average Daily Attendance for Purposes of Section 8951
Payments to Parents for Food and Lodging in Lieu of Providing Transportation
Limit on Admissions
Contracts for Transportation to Special Schools and Classes
Transportation to Special Schools and Classes by District or County Superintendent
Certification of Funds Required
County Tax
County Tax for Education of Physically Handicapped Minors
Partial Reduction of Allowances to County School Service Fund
"Excess Expense" Defined

Division 9. Pupils
Chapter 2. Attendance--General Requirements and
Article 2. Attendance in Kindergartens and Elementar

11003	Minimum School Day for Kindergarten and Severely
11005	Minimum School Day in Grades 1, 2, and 3
11006	Minimum School Day in Grades 4 Through 8
11052	Minimum School Day in Grades 9 Through 12

Chapter 3. Average Daily Attendance
Article 7. County School Service Fund

11553	Computation for Mentally Retarded Minors
11553.1	Computation of Attendance for Mentally Retarded

Chapter 4. Health Supervision
Article 3. Provisions Relating to Mental Heal

11801	Mental Examination
11802	Rules to Secure Proper Care and Secrecy
11803	Report to Parent
11804	Written Consent of Parent Required for Psychiatr
11805	Contract for Mental Health Services

Article 5. Physical Examination of Pupils

11821	Rules to Insure Proper Care and Secrecy
11822	Parent's Refusal to Consent
11823	Sight and Hearing Test
11824	Use of Audiometer
11825	Mandatory Examination of Visual Acuity
11826	Report to Parent
11827	Report to Governing Board

Division 10. Employees
Chapter 2. Certificated Employees
Article 1. Licensing of Certificated Person

13131	Limited Credential: Specify Provisions for Teac

Division 9. Pupils
apter 2. Attendance--General Requirements and Records
le 2. Attendance in Kindergartens and Elementary Schools

inimum School Day for Kindergarten and Severely Mentally Retarded Pupils
inimum School Day in Grades 1, 2, and 3
inimum School Day in Grades 4 Through 8
inimum School Day in Grades 9 Through 12

Chapter 3. Average Daily Attendance
Article 7. County School Service Fund

omputation for Mentally Retarded Minors
omputation of Attendance for Mentally Retarded Minors in Work-Study Programs

Chapter 4. Health Supervision
Article 3. Provisions Relating to Mental Health

ental Examination
ules to Secure Proper Care and Secrecy
eport to Parent
ritten Consent of Parent Required for Psychiatric Treatment of Pupils
ontract for Mental Health Services

Article 5. Physical Examination of Pupils

ules to Insure Proper Care and Secrecy
arent's Refusal to Consent
ight and Hearing Test
se of Audiometer
andatory Examination of Visual Acuity
eport to Parent
eport to Governing Board

Division 10. Employees
Chapter 2. Certificated Employees
Article 1. Licensing of Certificated Personnel

imited Credential: Specify Provisions for Teachers of Mentally Retarded Minors

PART III. PROPERTY, TRANSPORTATION, AN

Division 14. State Financial Support and In
Chapter 3. Computation of Allowances and Apportionments
Article 12. Computation of Allowances for Excess Expense f

18060	Transportation of Trainable Mentally Retarde
18102	Financing Mentally Retarded Programs
18102.2	Financing Mentally Retarded Programs
18102.4	Financing Severely Mentally Retarded Program

PART III. PROPERTY, TRANSPORTATION, AND FINANCE

Division 14. State Financial Support and Management
Computation of Allowances and Apportionments from State School Fund
omputation of Allowances for Excess Expense for Mentally Retarded Minors

Transportation of Trainable Mentally Retarded Pupils
Financing Mentally Retarded Programs
Financing Mentally Retarded Programs
Financing Severely Mentally Retarded Programs